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A followup study of 710 students who entered Stockton College in 1956. It was designed to aid the staff in achieving a better understanding of present and future classes, in considering the whole college program based on the student's critical evaluation of college activities, and in evaluating the accumulated data.

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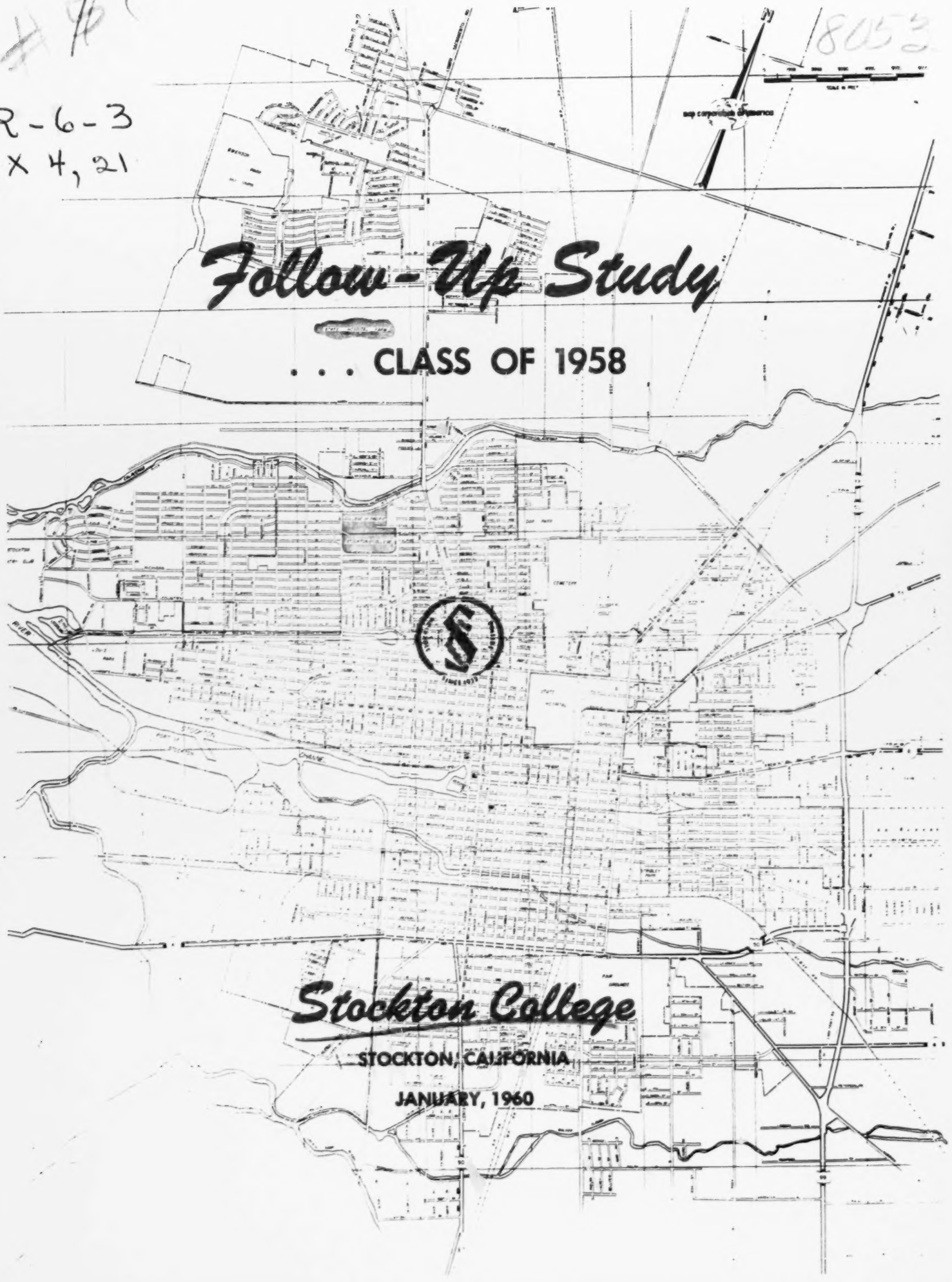

# Follow-Up Study

## . . . CLASS OF 1958

## Stockton College

STOCKTON, CALIFORNIA

JANUARY, 1960

HE8053

# FOLLOW - UP STUDY

## CLASS OF 1958

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

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STOCKTON COLLEGE

Stockton, California

January 1960

Dr. Burke W. Bradley
President

Prepared by
Leon G. Bush

Stockton College
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THOS. H. McCANDLESS
ASST. SUPERINTENDENT

BURKE W. BRADLEY
PRESIDENT

## INTRODUCTION

Stockton College is a unit of the Stockton Unified School District. It is accredited by the Western College Association.

This Follow-Up Study of the Stockton College class of 1958 will be of value to the Board of Education as it evaluates the total educational program. Likewise, this study will be of assistance to the Accreditation Committee of the Western College Association when it makes its accreditation review of Stockton College.

The paragraphs that follow furnish additional values and purposes of this study.

The value of a college is measured by its product. Questions most frequently asked by educators and laymen about Stockton College are concerned with the success of our students in both educational and vocational fields. One of the most frequent recommendations made by accrediting agencies is: make follow-up studies of your graduates. The administration and faculty are concerned with our students as they enter Stockton College, progress through its curriculum, drop out before graduation, or graduate. We are likewise concerned about them as they enter a vocation or transfer to a senior college or university.

This study has followed in detail as completely as possible the record of 710 students who entered Stockton College in the fall of 1956. I believe that a study of this report, along with other studies that may follow, will make valuable contributions to the effectiveness of the curriculum of Stockton College.

This report was prepared by Mr. Leon G. Bush, a member of the faculty of Stockton College.

Burke W. Bradley
President

# PREFACE

One of the major functions of the Stockton College Personnel Program is to develop Follow-up studies or rormer students.

This Follow-up study of students who enrolled in Stockton College for the first time in 1956 will help our staff:

(a) to better understand both present and future classes.

(b) to consider the whole college program based on the students' critical evaluation of their college activities.

(c) to evaluate the accumulated data.

It is granted that this quantitative study is no substitute for understanding the individual student. However, it is anticipated that this group data will aid both counselors and teachers. Most of the data is self evident and the comments included after each section are for summarization and clarification. There are no final answers, but we anticipate that this information will stimulate discussion.

This study was begun under the direction of Dr. Burke W. Bradley, the president of Stockton College. The full resources of the Personnel Department under the head of Mr. Max Barber and the complete staff of the Registrar's Office under the direction of Miss Helen Growe helped immeasurably with their advice and assistance in accumulating statistics.

The graphs were completed in the Technical Illustration Class of the Engineering Division by Barbara Thompson, Rodney Bray, Monte Davis, Norton Wiederrich, and Fred Andrews under the supervision of Mr. Herbert E. Welch. The photography and plates were made in the Printing Department under the direction of Mr. Leslie Davis.

Mr. Douglas Blim and Mr. Arthur J. Holton assisted in the organization and evaluation of the accumulated G. P. A. data of transfer students from four year colleges.

Dr. John Arnold, Dean of Curriculum, inclufed the results of his study entitled "Number of Units for the Average Student of the Graduating Class of 1958".

In conclusion, credit should be given to the many members of the staff who offered suggestions and aided in the proof reading: Dr. Ken Beighley, Dr. Coke Wood, Dr. John Arnold, Dr. Burke W. Bradley, and Dr. Robert Huffman; also to various members of the secretarial staff: Mrs. Amy J. Morehouse, Mrs. Flora Rosek (Duplicating Department;, Mrs. Alvina Keller, Mrs. Margaret O'Connell, Mrs. Nell Wisler (veterans), and many others.

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## PART I

## OVERVIEW

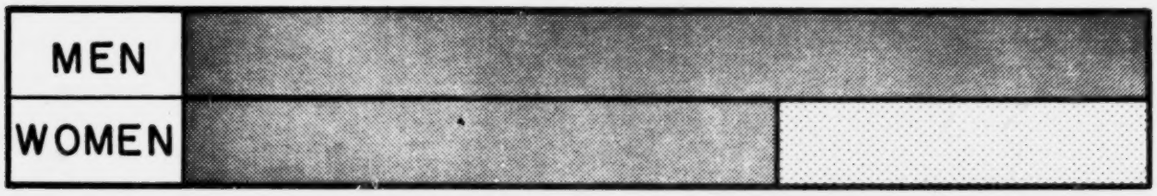
This study is divided into Part I (Overview), Part II (Staying Power), Part III (Analysis), and Part IV (Follow-up).

The data based on the total of 710 students in the Class of 1958 was obtained from multiple sources and includes only full-time students (12 hours or over).

In order to be as accurate as possible, these 710 students were divided into five major categories: (1) Graduates, (2) Withdrawals (students dropping out during a semester), (3) Ended (students who ended after one or more semesters without record of graduation. Although both the Withdrawal and Ended group may be classed as dropouts, a differentiation was made because ended students may have transferred or reached their educational objective), (4) Continued (students who indicated transfer to another college or who completed four or more semesters at Stockton College), (5) Dismissal group, (students who were dismissed for low grades or excessive absences).

CLASS OF 1958 – STOCKTON COLLEGE

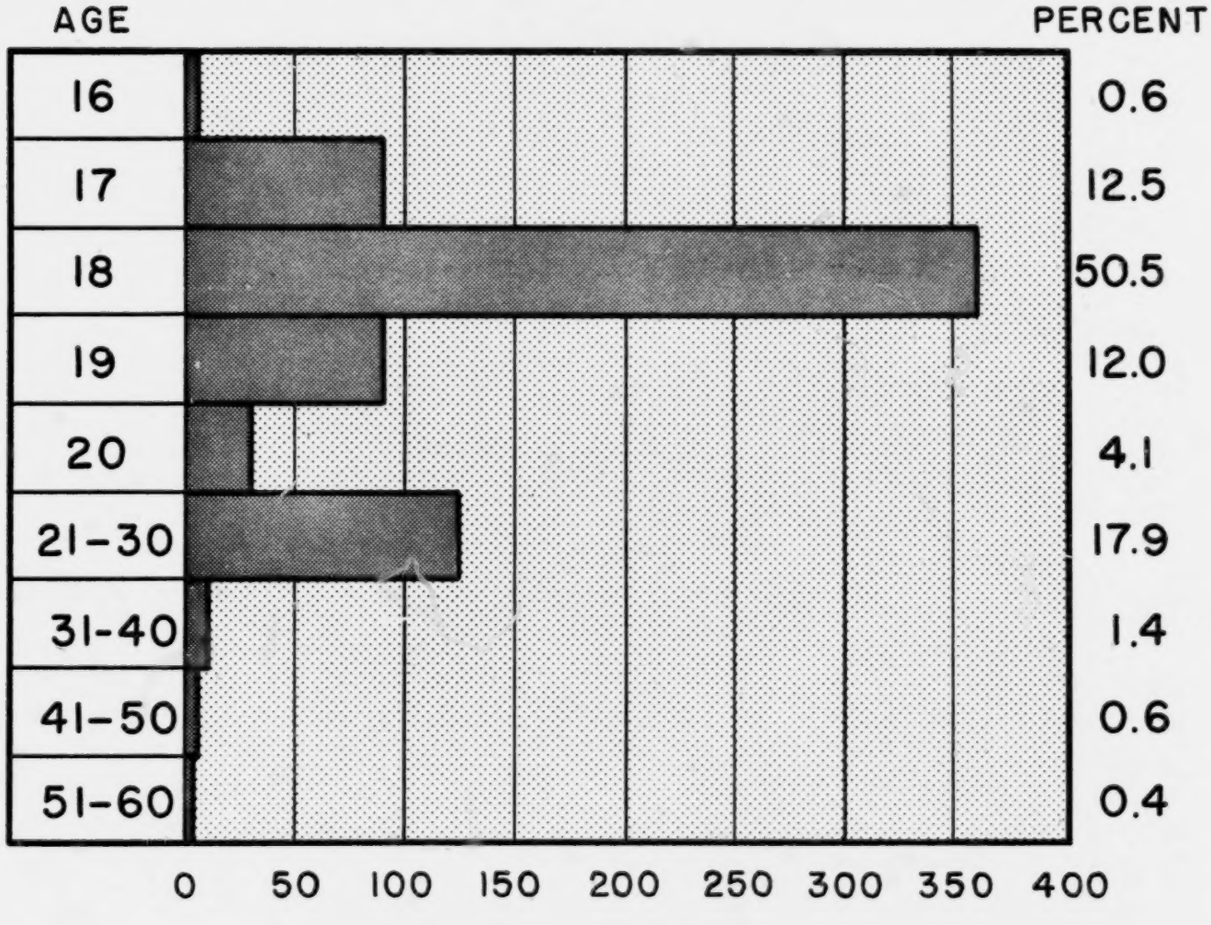
# FRESHMEN ENTERING IN 1956




274 – 38.6 %  436 – 61.4 %

TOTAL 710 STUDENTS = 100 %

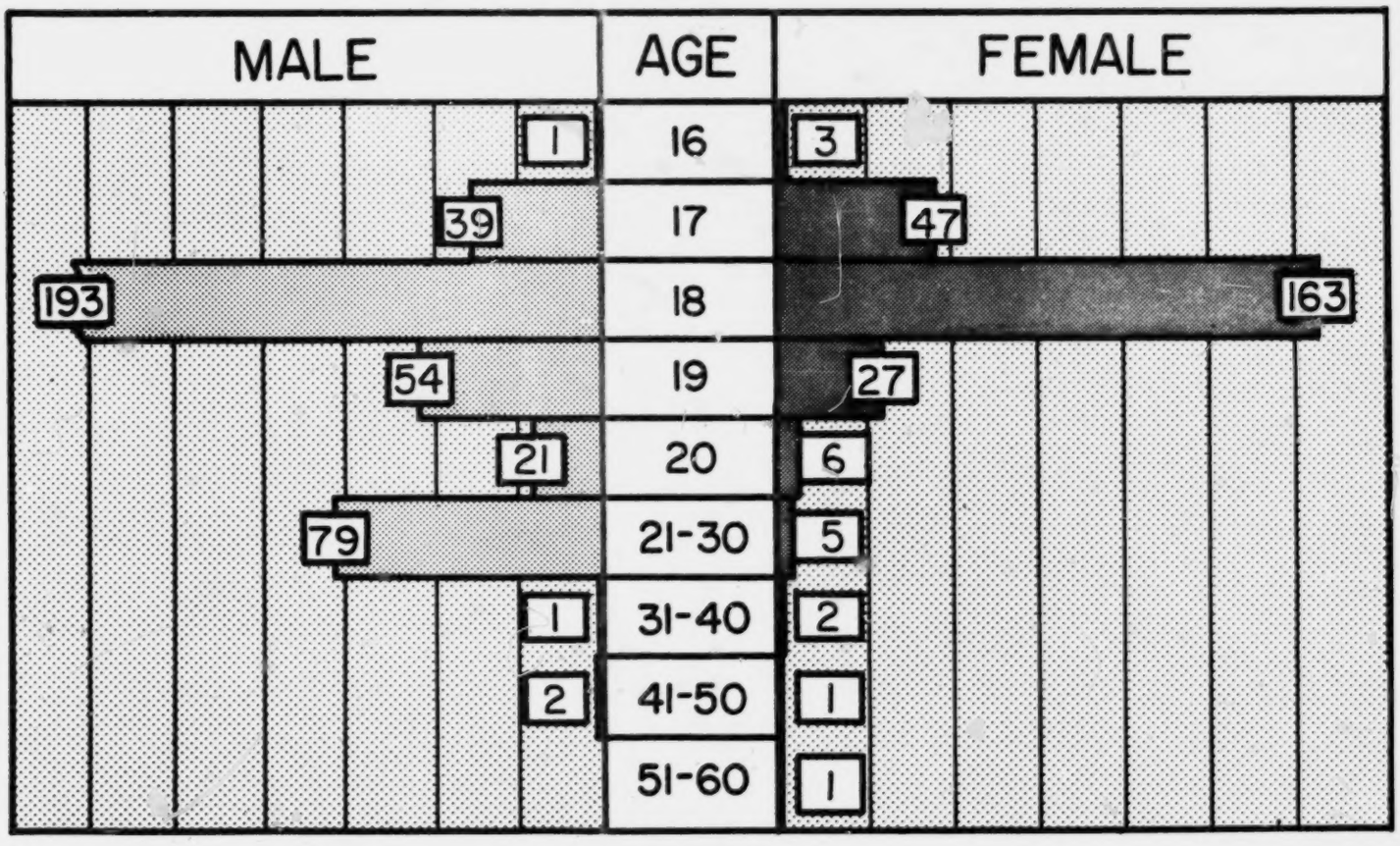
# HOW OLD WERE THEY ?




TOTAL 710 STUDENTS = 100 %

MEAN 19.8

# HOW MANY WERE SINGLE?

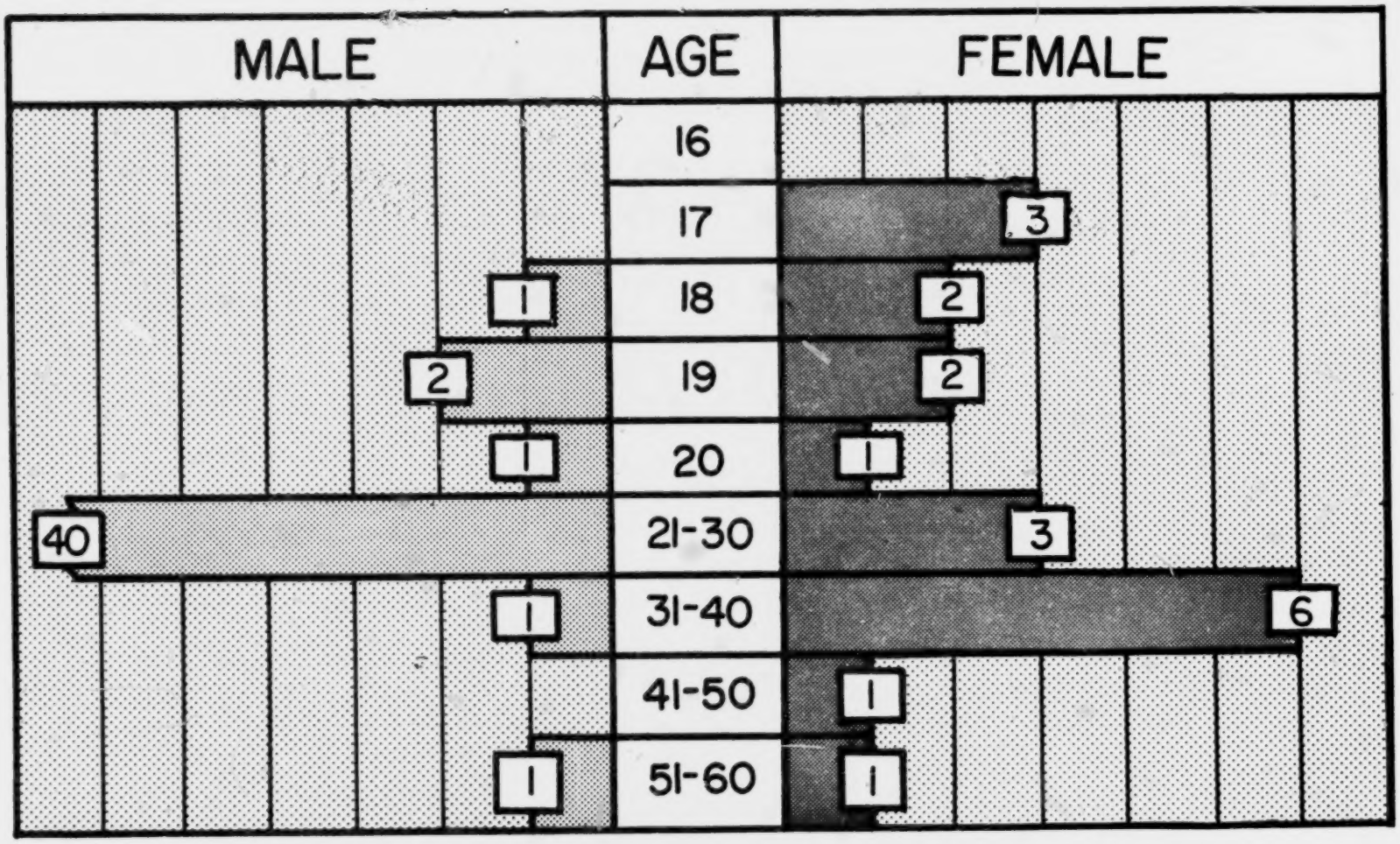



TOTAL MALE
390 (60.5%)

TOTAL FEMALE
255 (39.5%)

TOTAL SINGLE
645 (90.8%)

# HOW MANY WERE MARRIED?




TOTAL MALE
46 (70.8%)

TOTAL FEMALE
19 (29.2%)

TOTAL MARRIED
65 (9.2%)

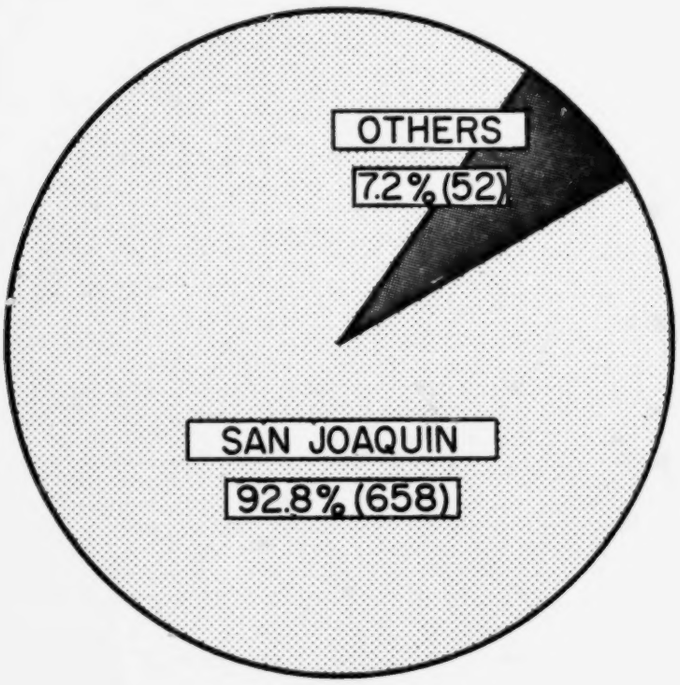
GRAND TOTAL - SINGLE AND MARRIED

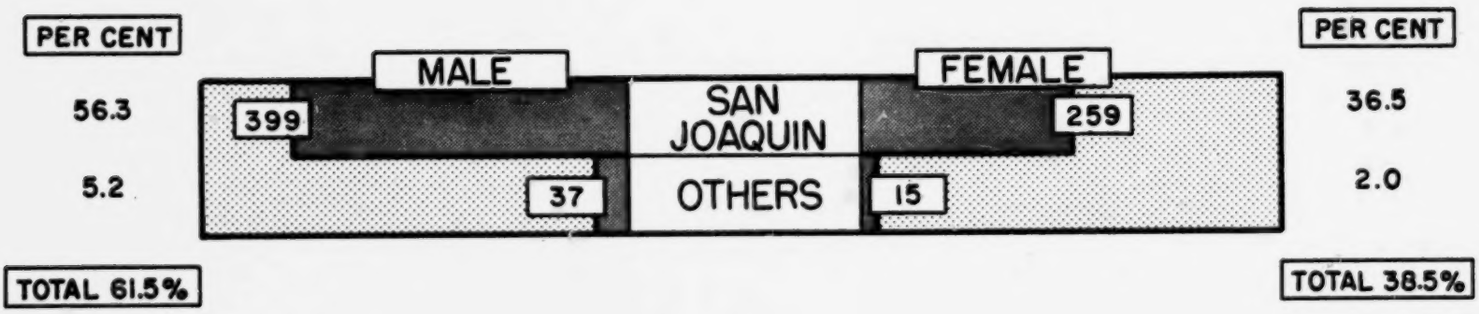
GRAND TOTAL MALE
436 (61.4%)

GRAND TOTAL FEMALE
274 (38.6%)

GRAND TOTAL
710 (100%)

# FROM WHAT COUNTY DID THEY COME?



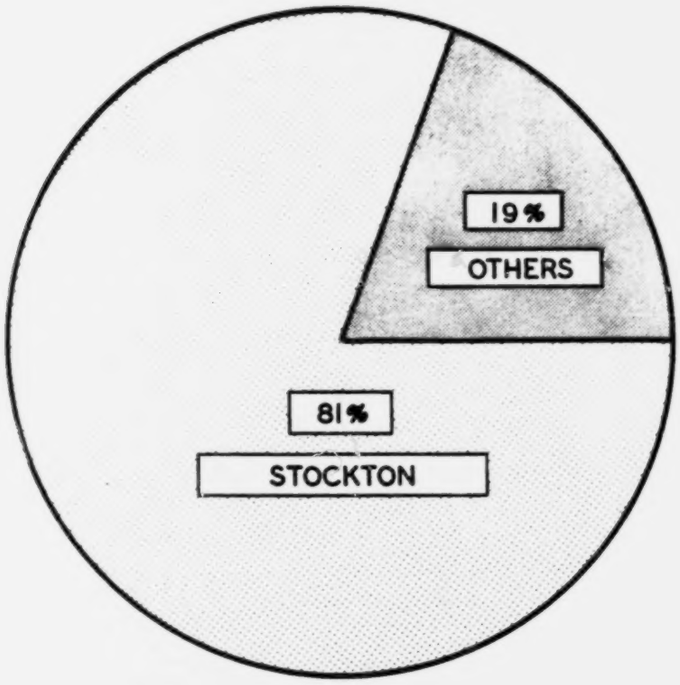

## OTHERS

| | | | | |
|---|---|---|---|---|
| CALAVERAS | 5 | | MARIPOSA | 3 |
| AMADOR | 5 | | EL DORADO | 2 |
| SACRAMENTO | 4 | | ALEMEDA | 2 |
| STANISLAUS | 4 | | MERCED | 2 |
| TUOLUMNE | 4 | | REMAINDER | 12 |
| SANTA CLARA | 3 | | | |

TOTAL 52

52 INCLUDES 6 NOT REPORTED

# FROM WHAT CITY DID THEY COME?

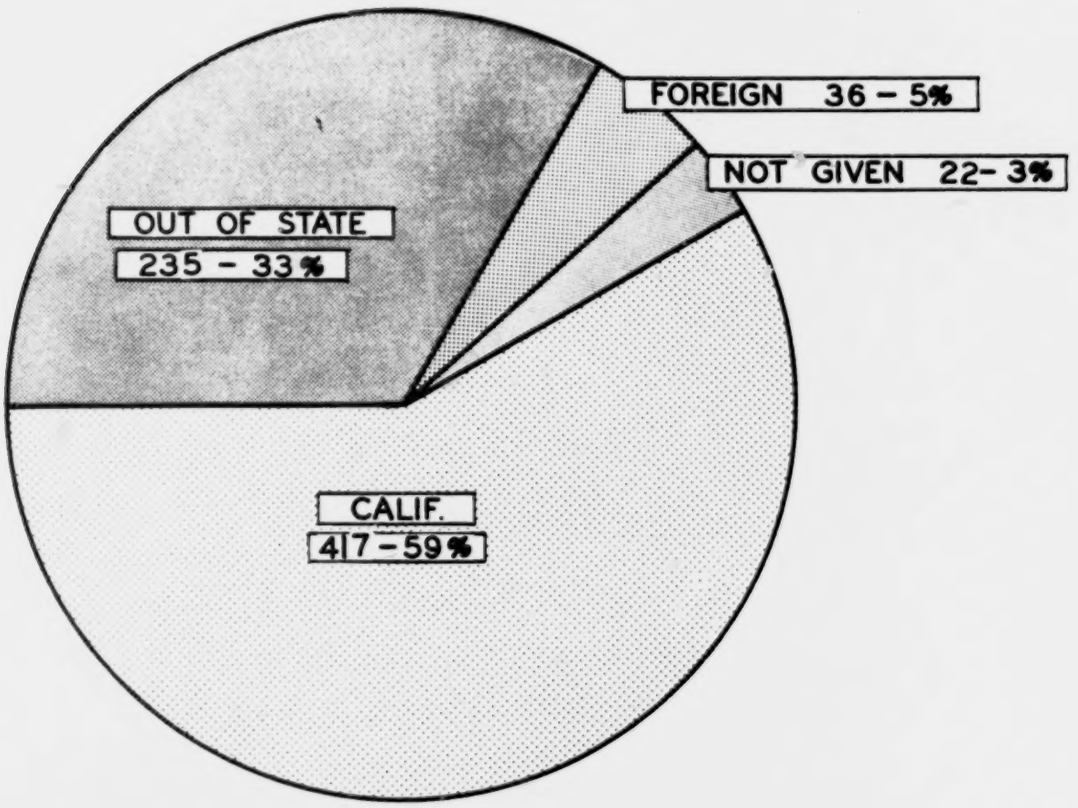



| PERCENT | | | | | PERCENT |
|---|---|---|---|---|---|
| | MALE | | | FEMALE | |
| 48.3 | 343 | STOCKTON | | 229 | 32.3 |
| 13.2 | 94 | OTHERS | | 44 | 6.2 |
| TOTAL 61.5 | | | | | TOTAL 38.5 |

## OTHERS

| | | | | |
|---|---|---|---|---|
| RURAL | 37 | | LODI | 47 |
| OAKDALE | 3 | | TUOLUMNE | 3 |
| ANGELS CAMP | 3 | | HOLLISTER | 2 |
| MARIPOSA | 2 | | SAN ANDREAS | 2 |
| MARTEL | 2 | | GUSTINE | 2 |
| CASTRO VALLEY | 2 | | JACKSON | 2 |
| GALT | 2 | | HIDAKA, JAPAN | 2 |
| LESS THAN TWO | 27 | | | |

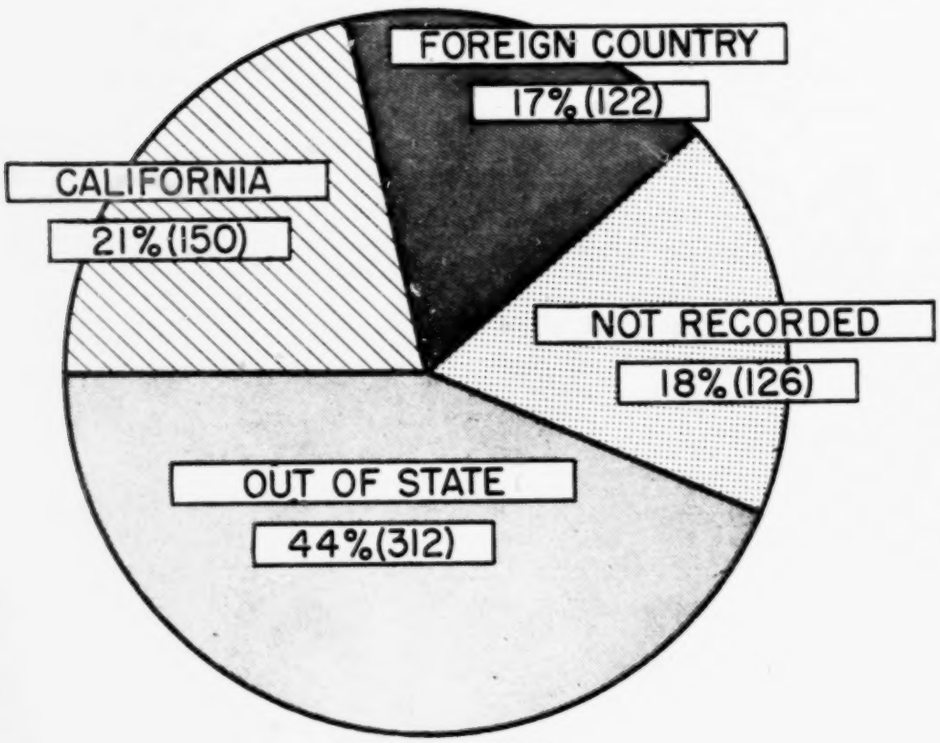
# WHERE WERE THEY BORN ?



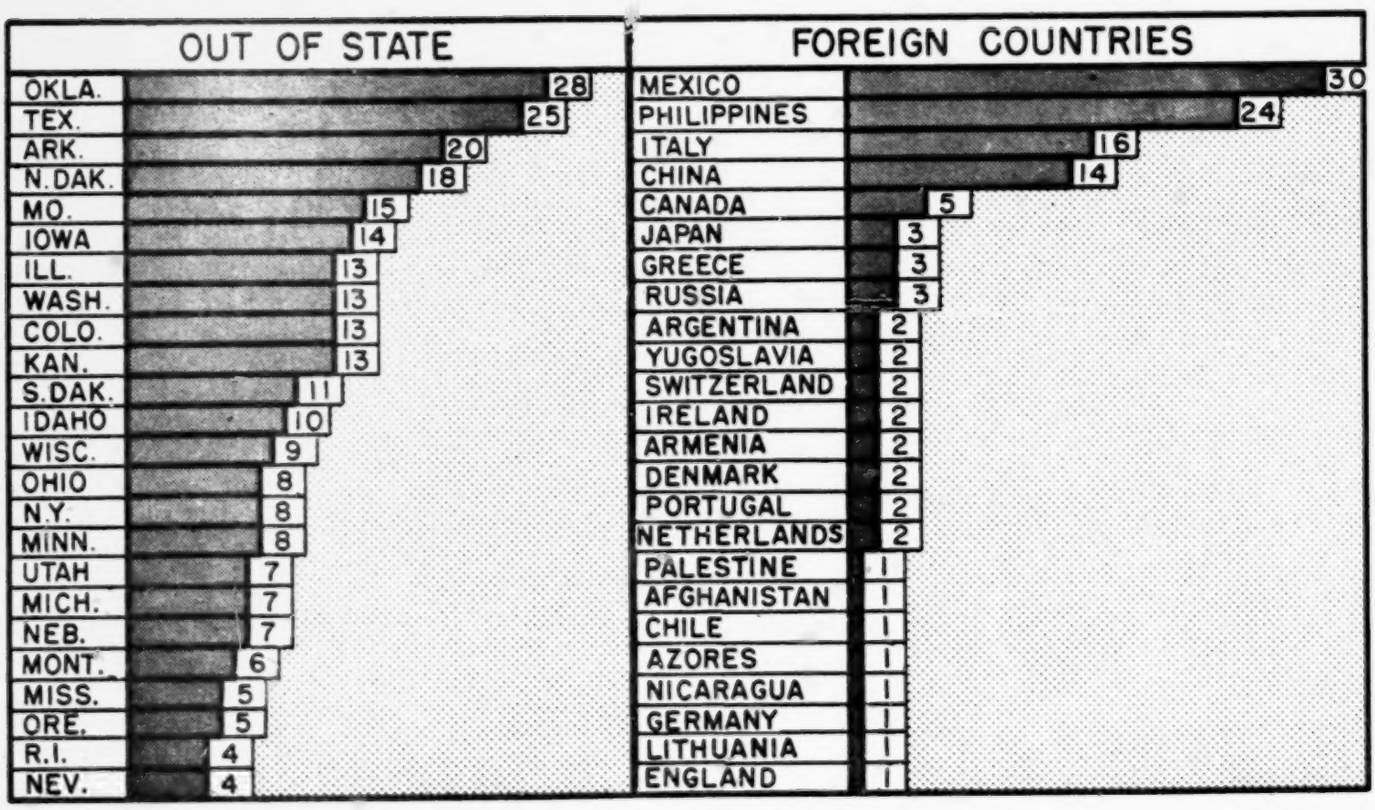

TOTAL STUDENTS 710=100%

| ORIGIN | | | PERCENT |
|---|---|---|---|
| CALIF. | TOTAL | 417 | 59 |
| | MEN | 240 | 57.6 |
| | WOMEN | 177 | 42.4 |
| OUT OF STATE | TOTAL | 235 | 33 |
| | MEN | 152 | 64.7 |
| | WOMEN | 83 | 35.3 |
| FOREIGN | TOTAL | 36 | 5 |
| | MEN | 27 | 75 |
| | WOMEN | 9 | 25 |
| NOT GIVEN | TOTAL | 22 | 3 |
| | MEN | 17 | 77.2 |
| | WOMEN | 5 | 22.8 |

# WHAT WAS THEIR FATHER'S BIRTHPLACE?




TOTAL-710




| | |
|---|---|
| 3 EACH FROM | W.VA; ARIZ; IND; GA; HAWAII; N.J. |
| 2 EACH FROM | VA; S.C.; LA; KY; WYO; IND; N.M.; MASS; TENN. |
| 1 EACH FROM | MD; N.C., MONT; PA; WASH.D.C. |

# WHAT WAS THEIR CHURCH MEMBERSHIP?

| CHURCH MEMBERSHIP | | PERCENT |
|---|---|---|
| CATHOLIC | 128 | 32.2% |
| PROTESTANT * | 50 | 12.6% |
| BAPTIST | 49 | 12.3% |
| METHODIST | 45 | 11.3% |
| LUTHERAN | 25 | 6.3% |
| PRESBYTERIAN | 19 | 4.8% |
| EPISCOPAL | 12 | 3.0% |
| BHUDDIST | 7 | 1.8% |
| CHRISTIAN | 7 | 1.8% |
| MORMON | 6 | 1.5% |
| UNITARIAN | 6 | 1.5% |
| CONGREGATIONAL | 5 | 1.2% |
| FOUR SQUARE | 5 | 1.2% |
| HEBREW | 5 | 1.2% |
| ADVENTIST | 4 | 1.0% |
| UNITARIAN | 4 | 1.0% |
| OTHER | 21 | 5.3% |
| TOTAL 398 | | 100% |

| MEMBERSHIP | | PERCENT |
|---|---|---|
| GIVEN | 398 | 56.1% |
| NOT GIVEN | 312 | 43.9% |

TOTAL STUDENTS

710 (100%)

* LISTED AS PROTESTANT – NO SPECIFIC DENOMINATION

# EMPLOYMENT OF HEAD OF FAMILY

| OCCUPATION | NUMBER | PER CENT |
|---|---|---|
| CRAFTSMEN<br>WELDER, PAINTER ETC. | 131 | 18.5 |
| MANAGER, PROPRIETER | 114 | 16.1 |
| OPERATIVE | 69 | 9.8 |
| AGRICULTURE, FORESTRY | 61 | 8.5 |
| SELF-EMPLOYED | 61 | 8.5 |
| LABORER | 56 | 7.8 |
| SALES WORKER | 55 | 7.7 |
| PROFESSIONAL | 49 | 6.9 |
| ARMED SERVICES | 40 | 5.6 |
| RETIRED | 23 | 3.6 |
| FOREMAN | 18 | 2.5 |
| DECEASED | 15 | 2.1 |
| TECHNICAL | 7 | .9 |
| OFFICIAL | 5 | .7 |
| CLERICAL | 3 | .4 |
| INCOMPLETE INFO. | 3 | .4 |
| TOTAL | 710 | 100% |

## PART I

## COMMENTS

One of the most outstanding features of the Class of 1958 was the polyglot population and the wide variation of the students' backgrounds in relation to occupation, church membership and origin. This wide variation is emphasized by the fact that 61% of the students' fathers were born out-of-state and 17% were from foreign countries. Looking at it somewhat differently, they came from 44 states and 24 countries. The largest single number were the "Dust Bowl" migrant group. In comparison, the students' origins were: out-of-state, 33%; foreign, 5%.

The curriculum problem is obvious in relation to this wide variety of backgrounds and minimal educational levels. The disparity between men and women (61% men-39% women) should be considered from a curriculum standpoint, particularly in view of the fact that of the 124 students 21 or over, only 20 were women. Another contrasting aspect is the well diversified employment of the head of the family compared to the major aspiration of the student when he entered Stockton College in 1956. At this time, 61% of the students indicated a professional aspiration, whereas only 20% entered a four year college either as transfer graduates or non-graduates.

## PART II

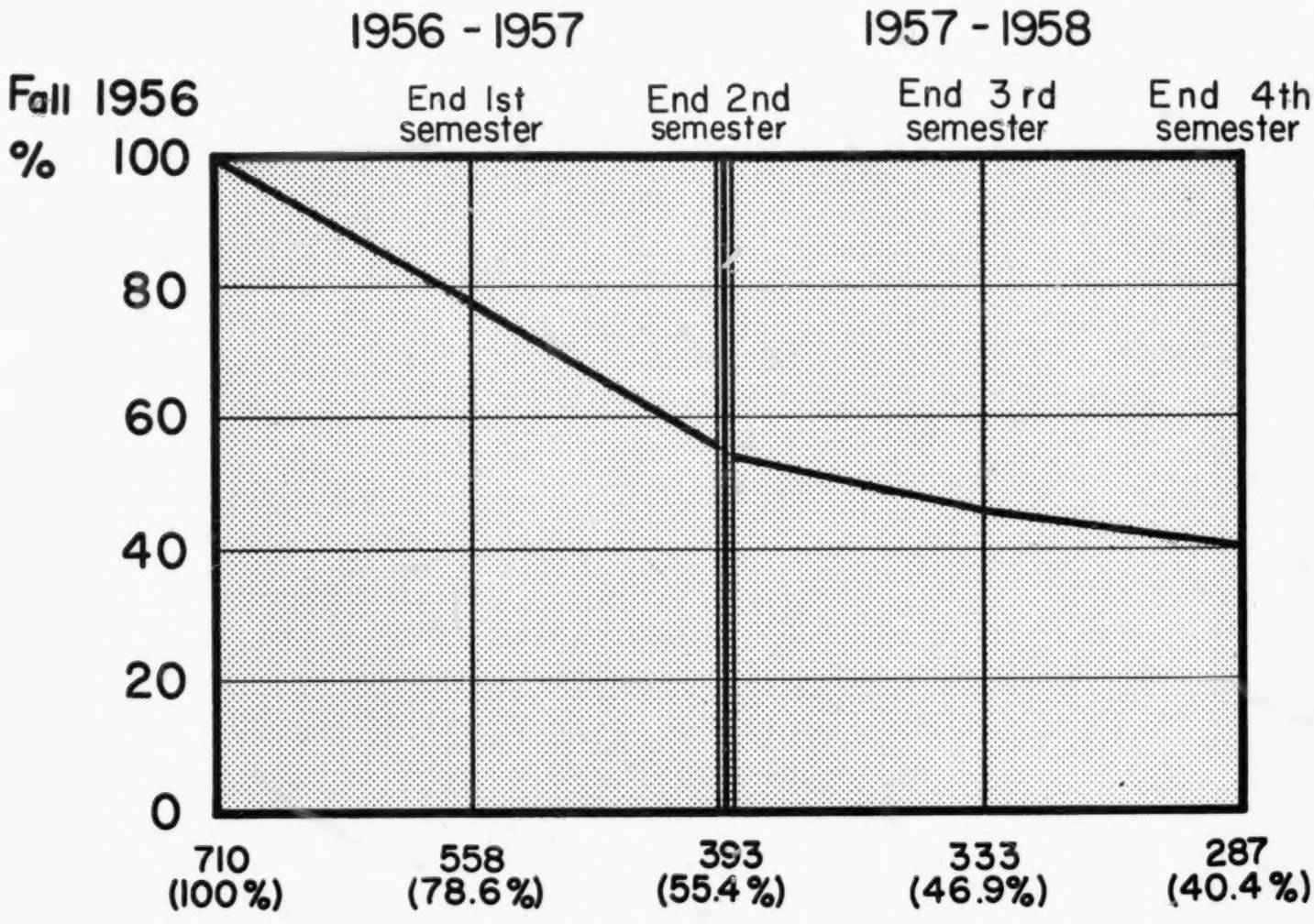
## STAYING POWER

In this study, the A. C. E. refers to the Psychological Examination for College Freshmen published by the American Council on Education. The scores were based on four year college norms.

The graphs in Part II show how well the Class of 1958 faced Junior College work. These graphs include: How many remained in school?; What happened to the Class of 1958?; Who were the veterans?; Father's national background; Student's status compared to the head of the family; and, The Class's A. C. E. scores compared to their G. P. A. scores.

Finally, a determination was made of their educational objective when they first entered Stockton College in the Fall of 1956.

# HOW MANY REMAINED IN SCHOOL?

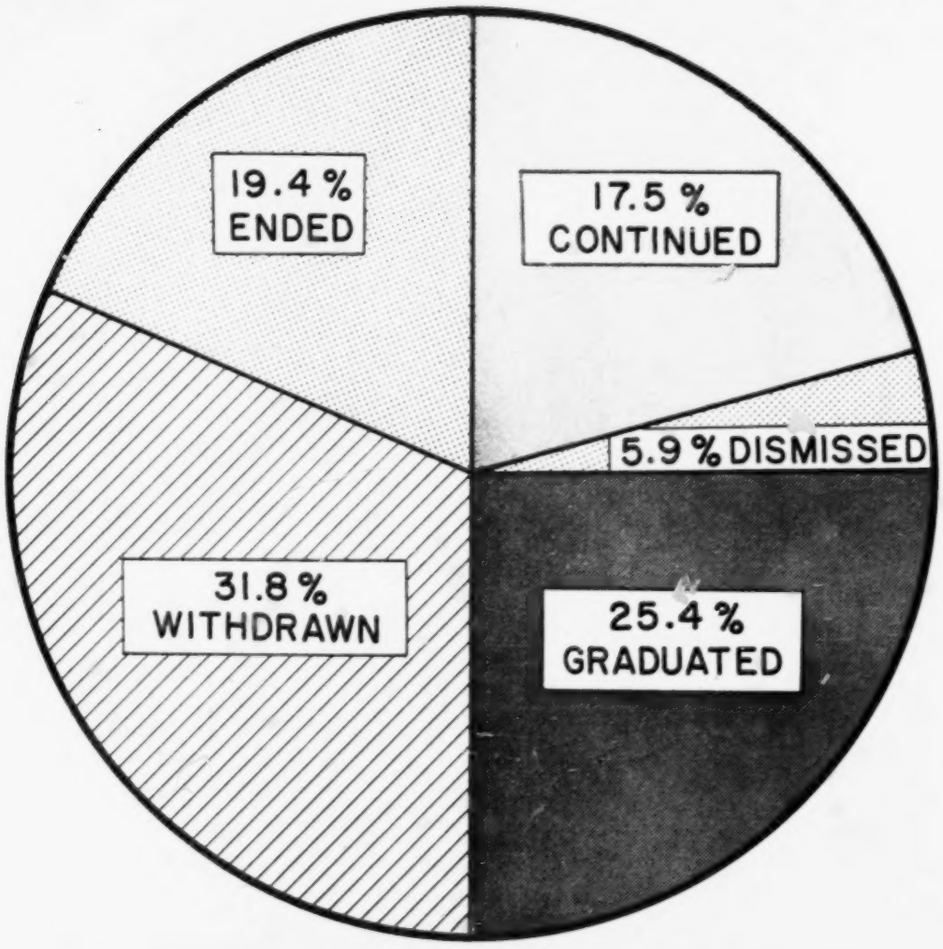


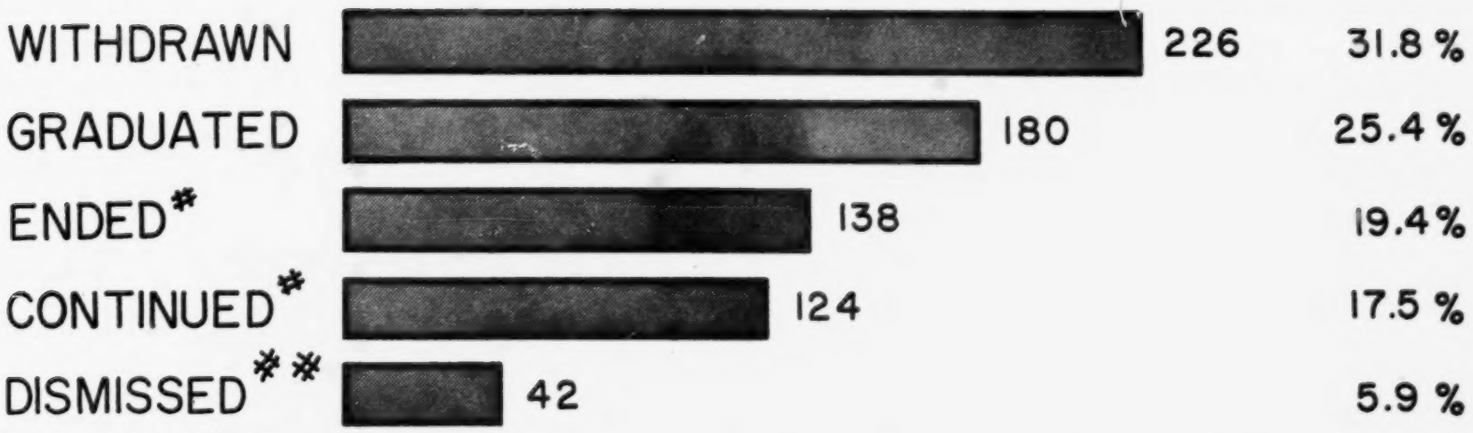

**Note** (1) Of the 287 students completing four semesters includes

(a) Transfer students graduating in 1957 - 9
(b) Transfer students graduating in 1958 - 4
(c) Students graduating in 1959 - 16

(2) Largest proportion of the students in the ENDED group completed their objectives in less than 2 years in curricula, as terminal, business, and secretarial

# WHAT HAPPENED TO THE CLASS OF 1958 ?



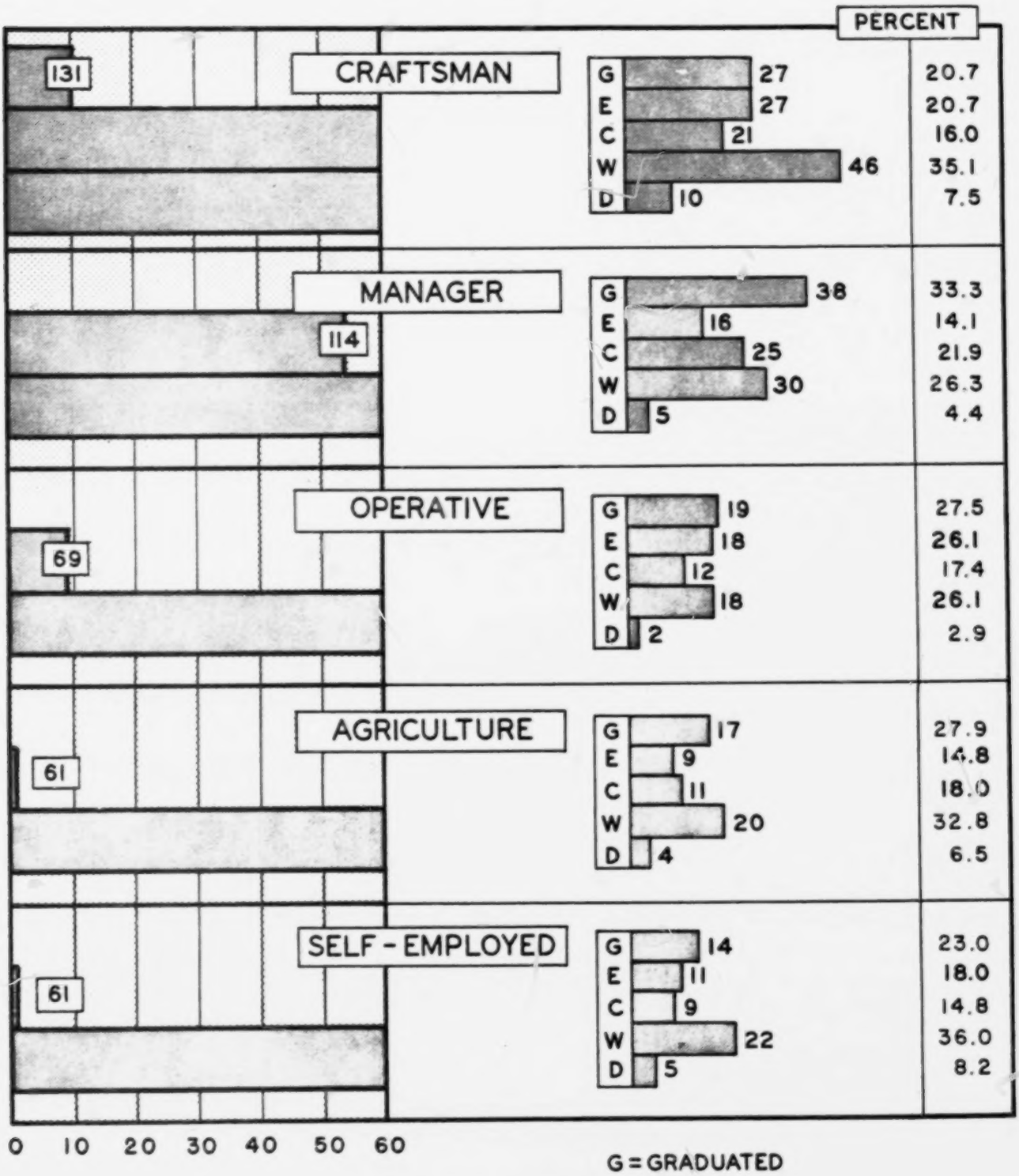




*-** NOTE : ENDED Students who completed one or more semesters work without record of graduation.

CONTINUED Students who indicated transfer to another college.

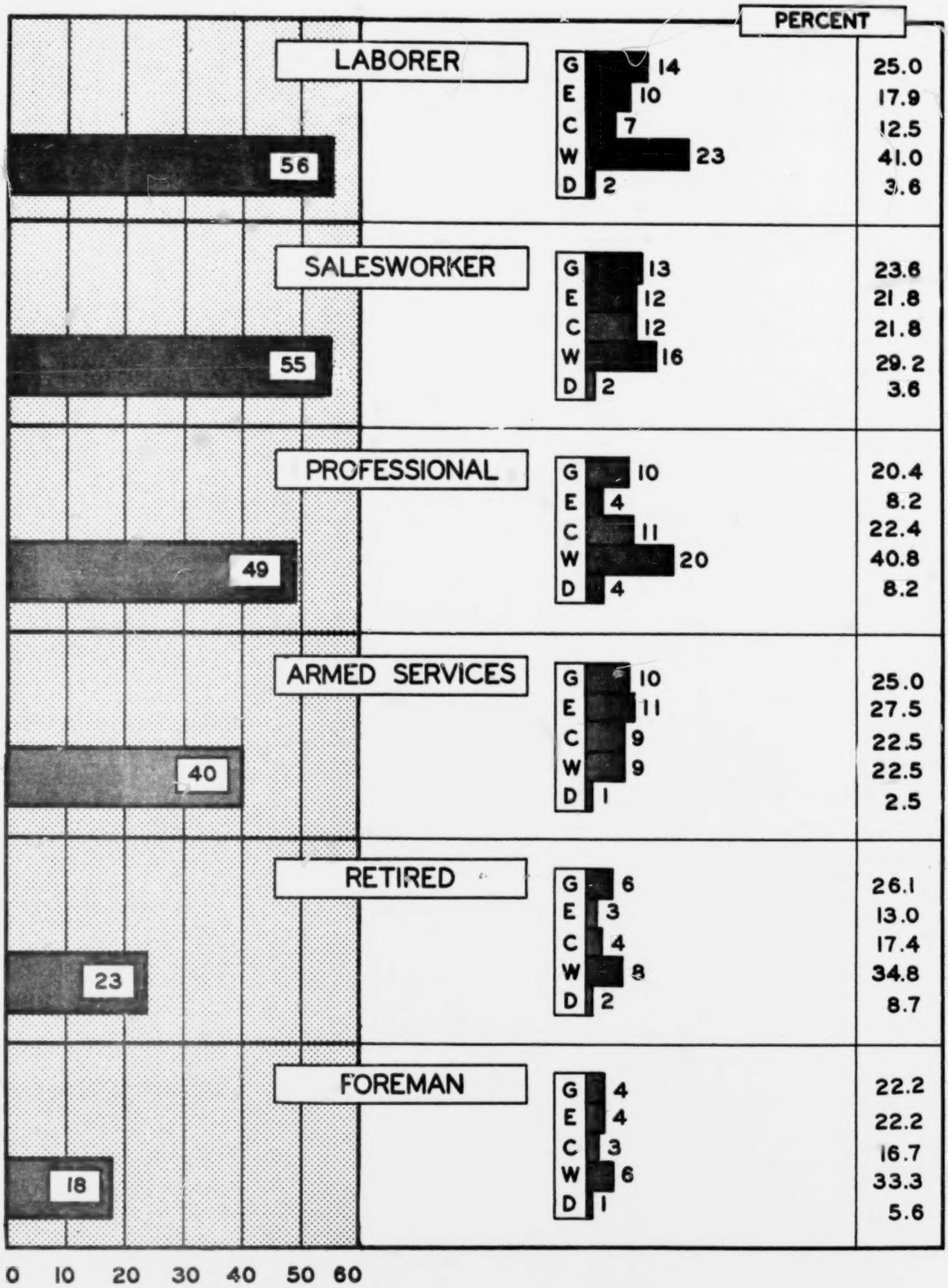
DISMISSED 10 for non-attendance,
32 for low grades.

# OCCUPATION OF HEAD OF FAMILY COMPARED TO STUDENT'S SUCCESS

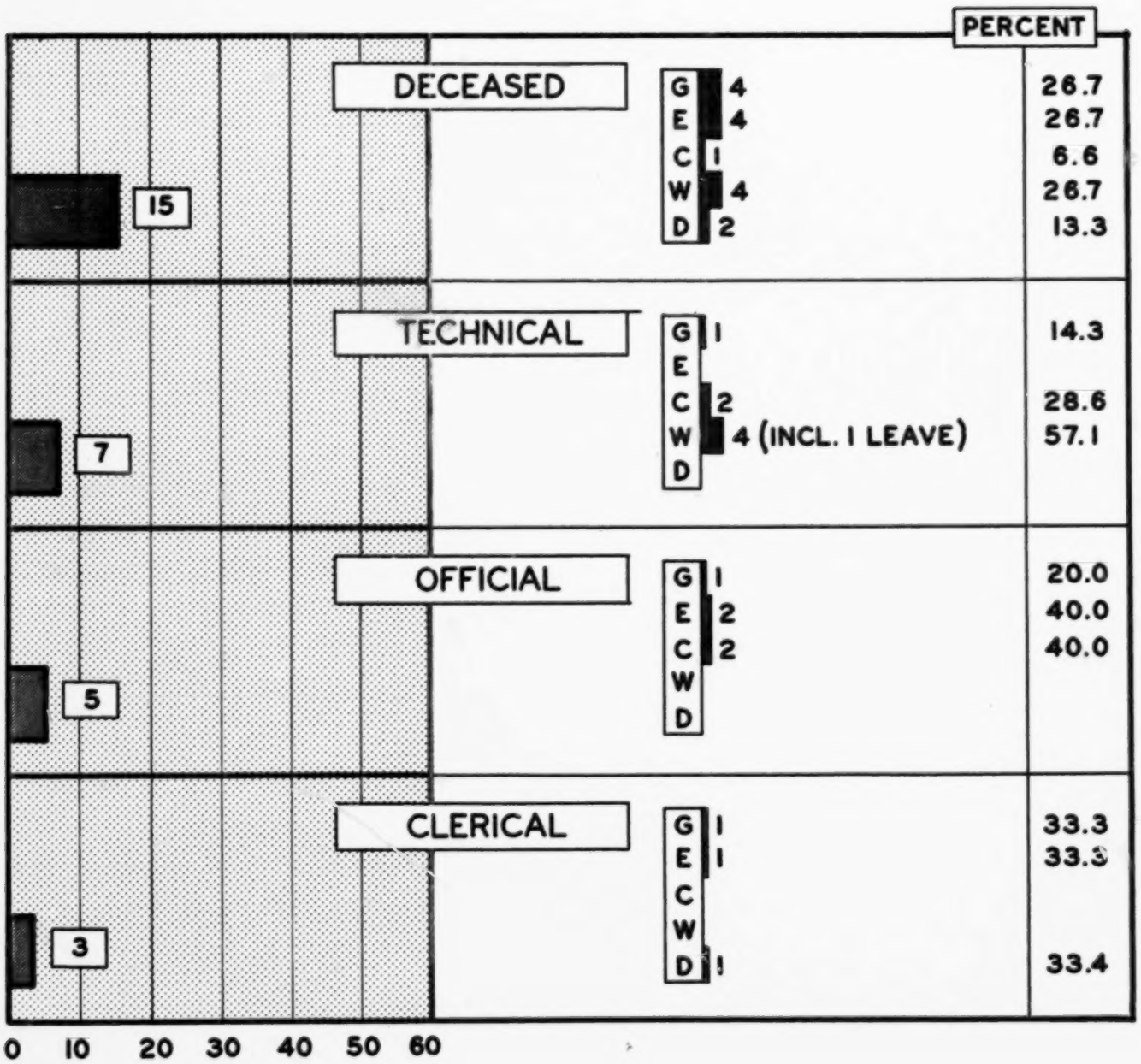



G = GRADUATED
E = ENDED
C = CONTINUED
W = WITHDRAWL
D = DISMISSED

# OCCUPATION OF HEAD OF FAMILY COMPARED TO STUDENT'S SUCCESS



## OCCUPATION OF HEAD OF FAMILY COMPARED TO STUDENT'S SUCCESS



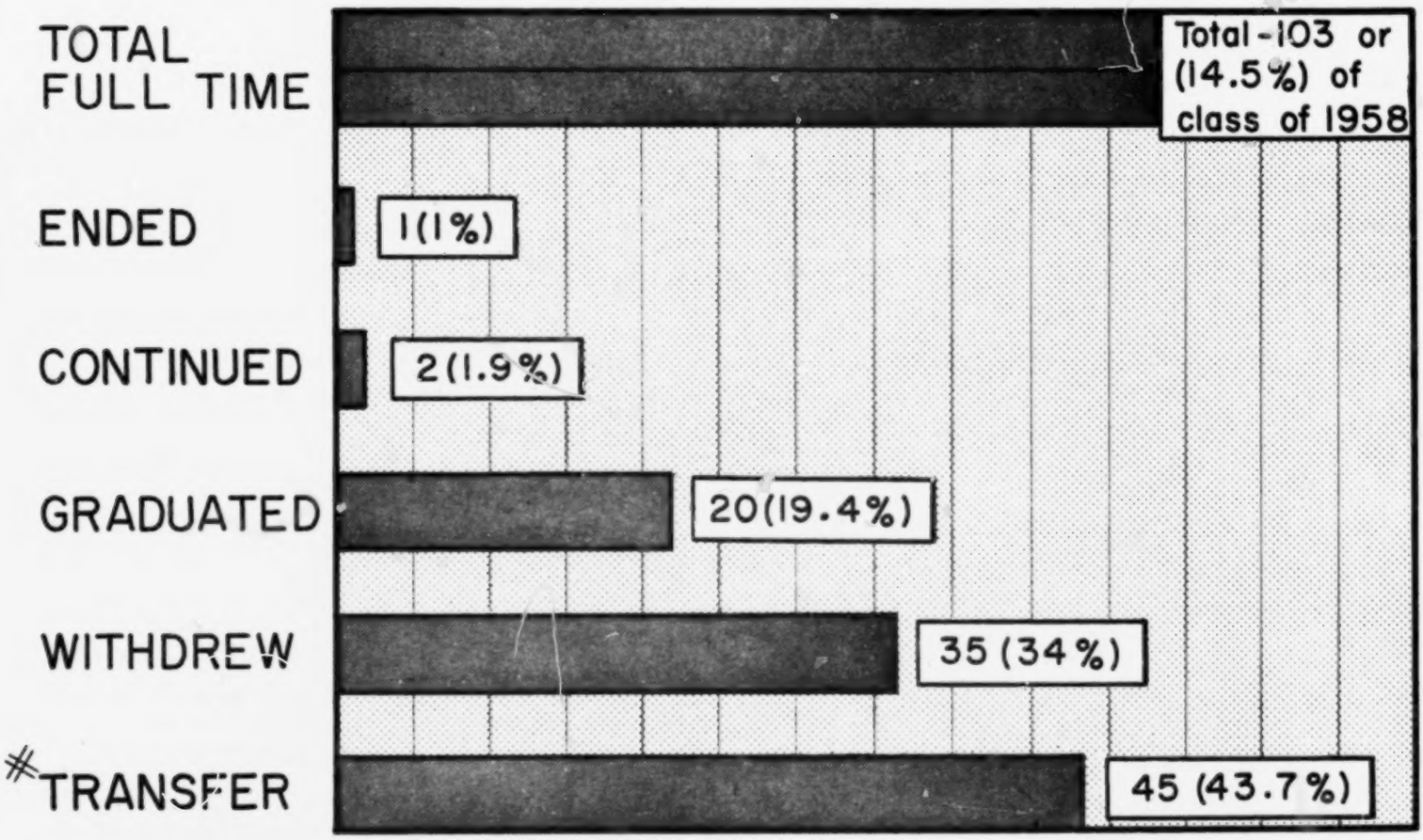
# FATHERS' ORIGIN COMPARED TO STUDENTS' SUCCESS.

| NATIONALITY | TOTAL | GRAD. | | WITH-DRAWAL | | DIS-MISSED | | CONT. | | ENDED | | % of TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| AMERICAN | 295 | 73 | % 24.7 | 95 * | % 32.2 | 18 | % 6.1 | 53 | % 18.0 | 56 | % 19.0 | 41.5 |
| NOT GIVEN | 61 | 12 | 19.7 | 23 | 37.7 | 4 | 6.6 | 9 | 14.8 | 13 | 21.3 | 8.6 |
| GERMAN | 51 | 12 | 23.5 | 13 | 25.5 | 5 | 9.8 | 10 | 19.6 | 11 | 21.6 | 7.2 |
| NEGRO | 40 | 7 | 17.5 | 14 | 35.0 | 4 | 10.0 | 7 | 17.5 | 8 | 20.0 | 5.6 |
| ITALIAN | 37 | 10 | 27.0 | 8 | 21.6 | 1 | 2.7 | 13 | 35.1 | 5 | 13.5 | 5.2 |
| CHINESE | 31 | 13 | 41.9 | 8 | 25.8 | 1 | 3.3 | 5 | 16.1 | 4 | 12.9 | 4.4 |
| IRISH | 29 | 4 | 13.8 | 10 | 34.5 | 2 | 6.9 | 6 | 20.7 | 7 | 24.1 | 4.1 |
| JAPANESE | 29 | 14 | 48.4 | 5 | 17.2 | | | 5 | 17.2 | 5 | 17.2 | 4.1 |
| ENGLISH | 28 | 5 | 17.9 | 10 | 35.7 | 1 | 3.6 | 6 | 21.4 | 6 | 21.4 | 3.9 |
| FILIPINO | 24 | 8 | 33.3 | 9 | 37.5 | | | 1 | 4.2 | 6 | 25.0 | 3.4 |
| SWEDISH | 21 | 6 | 28.6 | 5 | 23.8 | 1 | 4.8 | 2 | 9.5 | 7 | 33.3 | 3.0 |
| SPANISH | 13 | 3 | 23.1 | 5 | 38.4 | | | 2 | 15.4 | 3 | 23.1 | 1.8 |
| PORTUGESE | 6 | 1 | 16.7 | 2 | 33.3 | 2 | 33.3 | | | 1 | 16.7 | .85 |
| SWISS | 4 | | | 3 | 75.0 | | | | | 1 | 25.0 | .57 |
| DANISH | 4 | 1 | 25.0 | 1 | 25.0 | | | 1 | 25.0 | 1 | 25.0 | .57 |
| DUTCH | 4 | 2 | 50.0 | 1 | 25.0 | 1 | 25.0 | | | | | .57 |
| GREEK | 3 | | | 2 | 66.7 | | | 1 | 33.3 | | | .42 |
| JEWISH | 3 | | | 1 | 33.3 | | | | | 2 | 66.7 | .42 |
| WELCH | 3 | 3 | 100.0 | | | | | | | | | .42 |
| SCOTCH | 3 | 1 | 33.33 | 1 | 33.33 | | | | | 1 | 33.33 | .42 |
| NORWEGIAN | 3 | 1 | 33.3 | 2 | 66.7 | | | | | | | .42 |
| OTHER * * | 18 | 4 | 22.2 | 8 | 44.4 | 2 | 11.1 | 3 | 16.7 | 1 | 5.6 | 2.5 |
| TOTAL | 710 | 180 | | 226 | | 42 | | 124 | | 138 | | 100.0 % |

NOTE: * Includes 1 leave of absence.

* * Other includes ARABIAN (2), ARMENIAN (2), INDIAN (2), LITHUANIAN (2), RUSSIAN (2), YUGOSLOVIAN (2), AFGHAN (1), ARGENTINIAN (1), FRENCH (1), NICARAGUAN (1), POLISH (1), SWEDISH (1).

# WHAT HAPPENED TO THE VETERANS ?




## #TRANSFER (45)

12 Private Colleges
11 State Colleges
9 Business Schools
8 Junior Colleges
3 University of California
2 Out of state

NOTE: 1. Total does not include Adult Education.
2. Total includes only students with 12hrs. or over

# WHAT WAS THE STUDENT'S MAJOR INTEREST IN THE FALL OF 1956 ?

| | NUMBER | PERCENT |
|---|---|---|
| **PROFESSIONAL** | 333 | 61.8 |
| LIBERAL ARTS (TEACHING 93, GENERAL 13, RECREATION 2) | 115 | |
| ENGINEERING | 63 | |
| MEDICINE | 28 | |
| NURSING | 47 | |
| SCIENTIST | 41 | |
| ARTS | 29 | |
| LAW | 10 | |
| **SEMIPROFESSIONAL** | 43 | 8.0 |
| DRAFTSMAN | 28 | |
| GENERAL | 10 | |
| AVIATOR | 5 | |
| **MANAGERIAL** | 46 | 8.5 |
| BUSINESS ADMINISTRATION | 36 | |
| OWNER | 5 | |
| CONTRACTOR | 5 | |
| **CLERICAL** | 56 | 10.4 |
| **SKILLED** | 35 | 6.4 |
| ELECTRICIAN 9 | GENERAL 2 | AUTO MECHANIC 13 |
| PRINTER 3 | | RADIO REPAIRMAN 4 |
| CARPENTER 2 | | CABINET MAKER 2 |
| **AGRICULTURE** (INCLUDES 22 FARM SUPERVISORS) | 24 | 4.5 |
| **SERVICE** | 2 | .4 |
| **TOTAL** | 539 | 100 |

| GRAND TOTAL | | |
|---|---|---|
| TOTAL DECIDED | 539 | 75.9 |
| TOTAL UNDECIDED | 171 | 24.1 |
| GRAND TOTAL | 710 | 100% |

# WHAT WERE THEIR A.C.E. SCORES ?

BASED ON 4 YEAR COLLEGE NORMS

## TOTAL SCORES
(PERCENTILE)

| SCORE | NO SCORE | 0-10 | 11-25 | 26-50 | 51-75 | 76-90 | 91-100 | TOTAL | NO TEST |
|---|---|---|---|---|---|---|---|---|---|
| NUMBER | 16 | 143 | 147 | 162 | 110 | 48 | 8 | 634 | 76 |
| PERCENT | 2.5 | 22.5 | 23.2 | 25.6 | 17.4 | 7.6 | 1.2 | 100 | |

NUMBER OF STUDENTS SCORING:

| | | |
|---|---|---|
| ABOVE THE 50 TH PERCENTILE | 166 | 26.2 % |
| BELOW THE 50 TH PERCENTILE | 468 | 73.8 % |

## QUANTITATIVE

| SCORE | NO SCORE | 0-10 | 11-25 | 26-50 | 51-75 | 76-90 | 91-100 | TOTAL | NO TEST |
|---|---|---|---|---|---|---|---|---|---|
| NUMBER | 13 | 95 | 129 | 188 | 135 | 64 | 10 | 634 | 76 |
| PERCENT | 2.1 | 15.0 | 20.3 | 29.6 | 21.3 | 10.1 | 1.6 | 100 | |

NUMBER OF STUDENTS SCORING:

| | | |
|---|---|---|
| ABOVE THE 50 TH PERCENTILE | 209 | 32.9 % |
| BELOW THE 50 TH PERCENTILE | 425 | 67.1 % |

## LINGUISTIC

| SCORE | NO SCORE | 0-10 | 11-25 | 26-50 | 51-75 | 76-90 | 91-100 | TOTAL | NO TEST |
|---|---|---|---|---|---|---|---|---|---|
| NUMBER | 23 | 159 | 137 | 156 | 94 | 55 | 10 | 634 | 76 |
| PERCENT | 3.6 | 25.1 | 21.6 | 24.6 | 14.8 | 8.7 | 1.6 | 100 | |

NUMBER OF STUDENTS SCORING:

| | | |
|---|---|---|
| ABOVE THE 50 TH PERCENTILE | 159 | 25.1 % |
| BELOW THE 50 TH PERCENTILE | 475 | 74.9 % |

# WHAT WAS THEIR A.C.E. COMPARED TO G.P.A ?

| G.P.A. | ACE-PERCENTILE | | | | TOTAL STUDENTS | PERCENT OF CLASS |
|---|---|---|---|---|---|---|
| | 0-24.9 | 25-49.9 | 50-74.9 | 75-99.9 | | |
| 0-.99 | 55<br>57.3% | 23<br>24.0% | 12<br>12.5% | 6<br>6.2% | 96<br>100% | 15.1% |
| 1-1.99 | 107<br>60.8% | 46<br>26.1% | 17<br>9.7% | 6<br>3.4% | 176<br>100% | 27.8% |
| 2-2.99 | 131<br>48.2% | 67<br>24.6% | 51<br>18.7% | 23<br>8.5% | 272<br>100% | 42.9% |
| 3-3.99 | 13<br>14.4% | 26<br>28.9% | 30<br>33.3% | 21<br>23.4% | 90<br>100% | 14.2% |
| TOTAL STUDENTS | 306 | 162 | 110 | 56 | 634<br>100% | 100% |
| PERCENT OF A.C.E. | 48.3% | 25.5% | 17.4% | 08.8% | | 100% |
| MEAN | 1.82 | 2.09 | 2.40 | 2.55 | 2.06 | |

THESE FIGURES SHOW THE NUMBER OF STUDENTS THE PERCENTAGE REPRESENTS

NOTE: 76 – NO TEST OR G.P. A.

GRAND TOTAL 710 STUDENTS

## PART II

## COMMENTS

The crucial period for the Class of 1958 at Stockton College was the first two semesters; during this period the rate of drop-outs was 45%. However, the rate of drop-outs in the second year was 15% which gave a total drop-out loss of 60% for the class.

How well academically the Class of 1958 performed during their two years at Stockton College can be seen in the earned mean G. P. A. of 2.06. This is slightly better than a "C" average on a four point scale. Since a "C" average is required for graduation, it could be classified as a minimum as well as a mid-point score.

Based on the cumulative G. P. A. scores, 42.9% of the class fell below a "C" average and were ineligible for graduation. On the other hand, there were 14.2% who had a "B" average or better.

It is interesting to note that the 166 students above the 50th percentile on the A. C. E. test had a G. P. A. score of 2.5. Of this same group, 25% withdrew (42) with a mean G. P. A. of 1.60.

An attempt was made in this part to determine whether there was any relationship between the student's status and the origin and occupation of his parents.

## PART III

## ANALYSIS

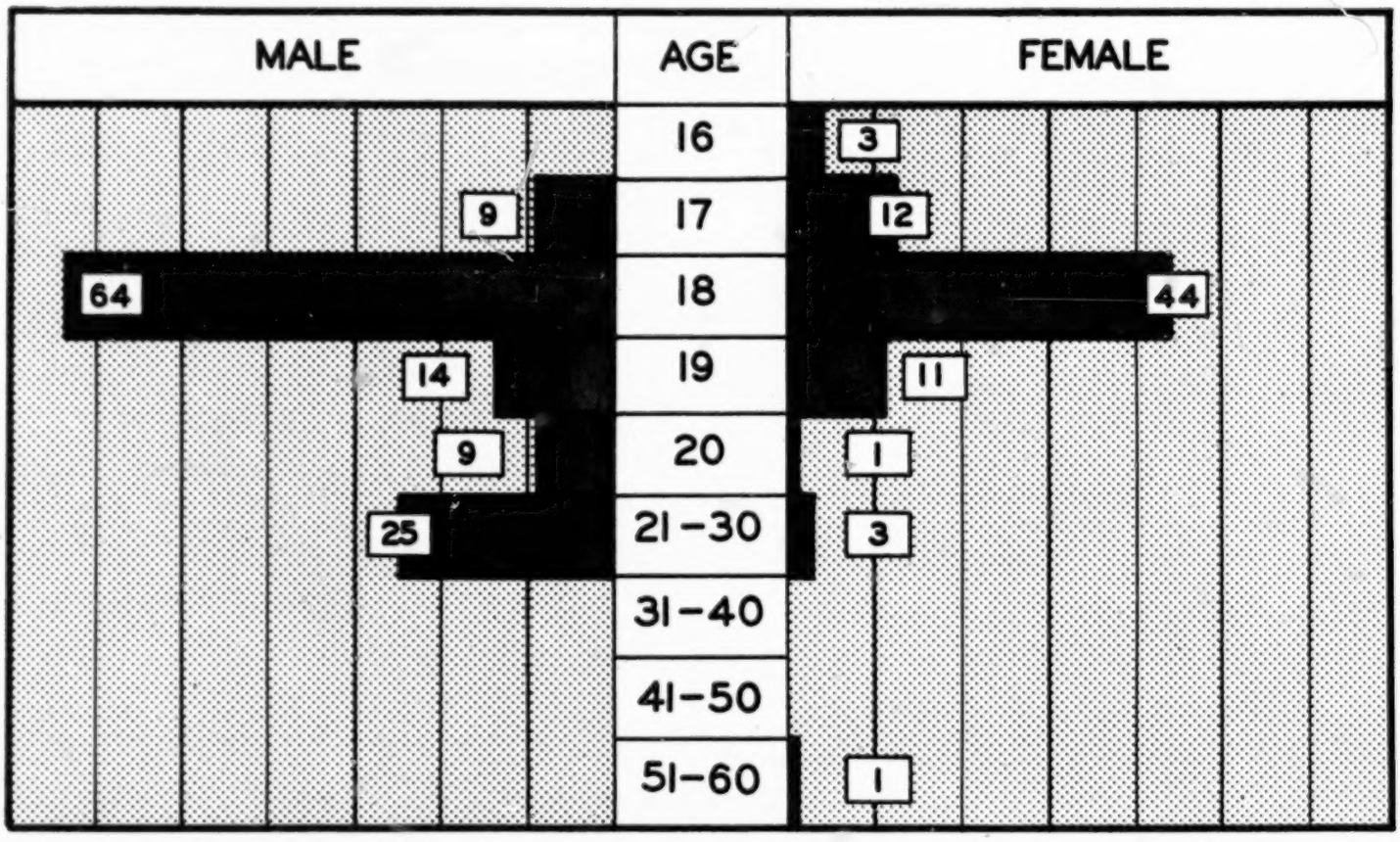
### WITHDRAWALS AND HIGH SCHOOL SUCCESS

The third part of this survey analyzes what happened to the withdrawal group compared to the total class in order to determine whether there was any significant difference in relation to: Educational objectives, origin, age, sex, and the A. C. E. compared to the G. P. A. A graph is also included showing the reasons given by the withdrawal group for leaving school.

Spot check maps were made of both the graduate and withdrawal students based on High School boundary lines.

This material was then combined with collected college transfer data into a statistical chart so that a comparison could be made on a ratio basis of high school success both at the Junior College and four year college level.

# HOW MANY OF THE WITHDRAWAL GROUP WERE SINGLE ?

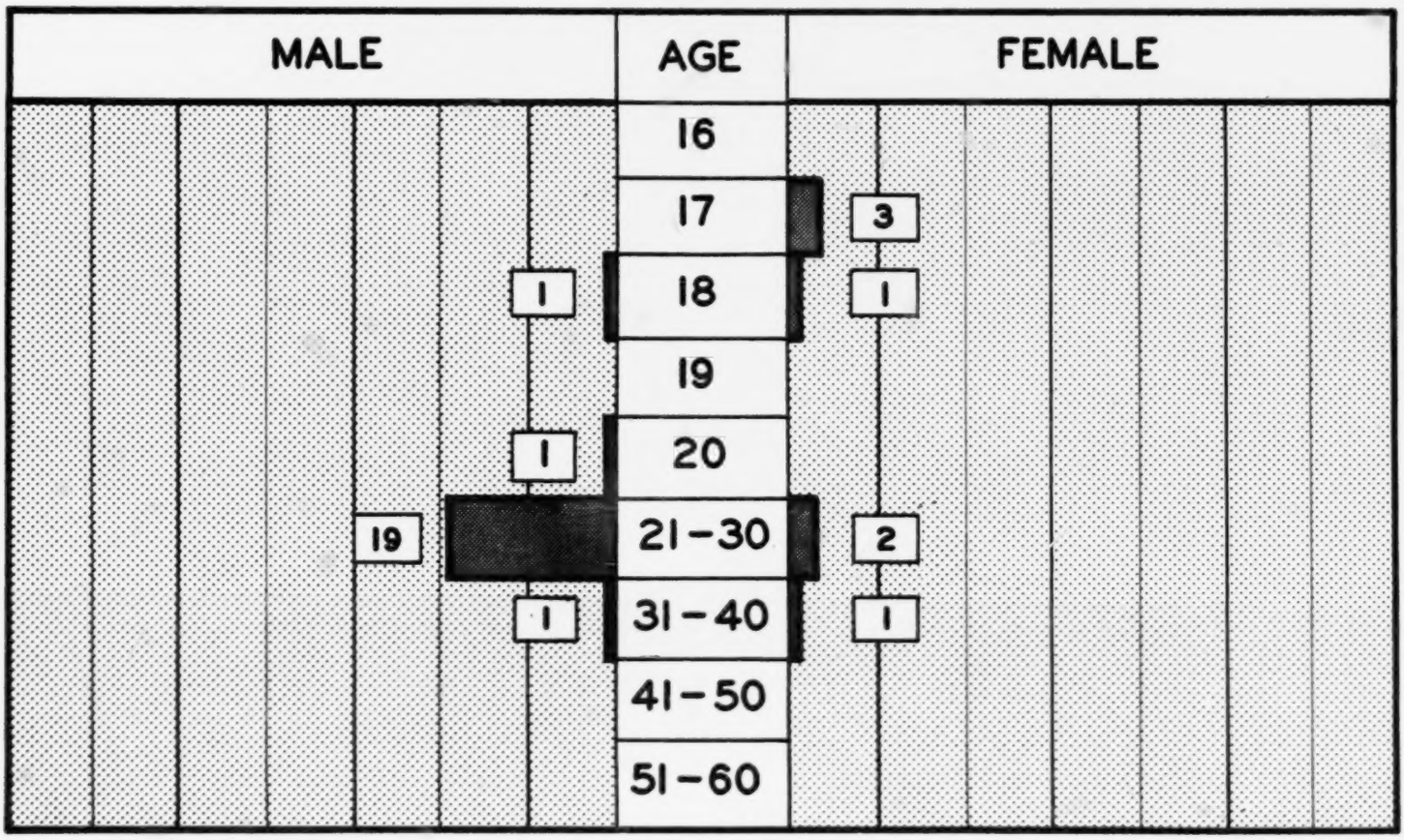



TOTAL MALE
121 = 61.7%

TOTAL FEMALE
75 = 38.3%

TOTAL SINGLE
196 = 87%

# HOW MANY OF THE WITHDRAWAL GROUP WERE MARRIED ?




TOTAL MALE
22 = 75.9%

TOTAL FEMALE
7 = 24.1 %

TOTAL MARRIED
29 = 13%

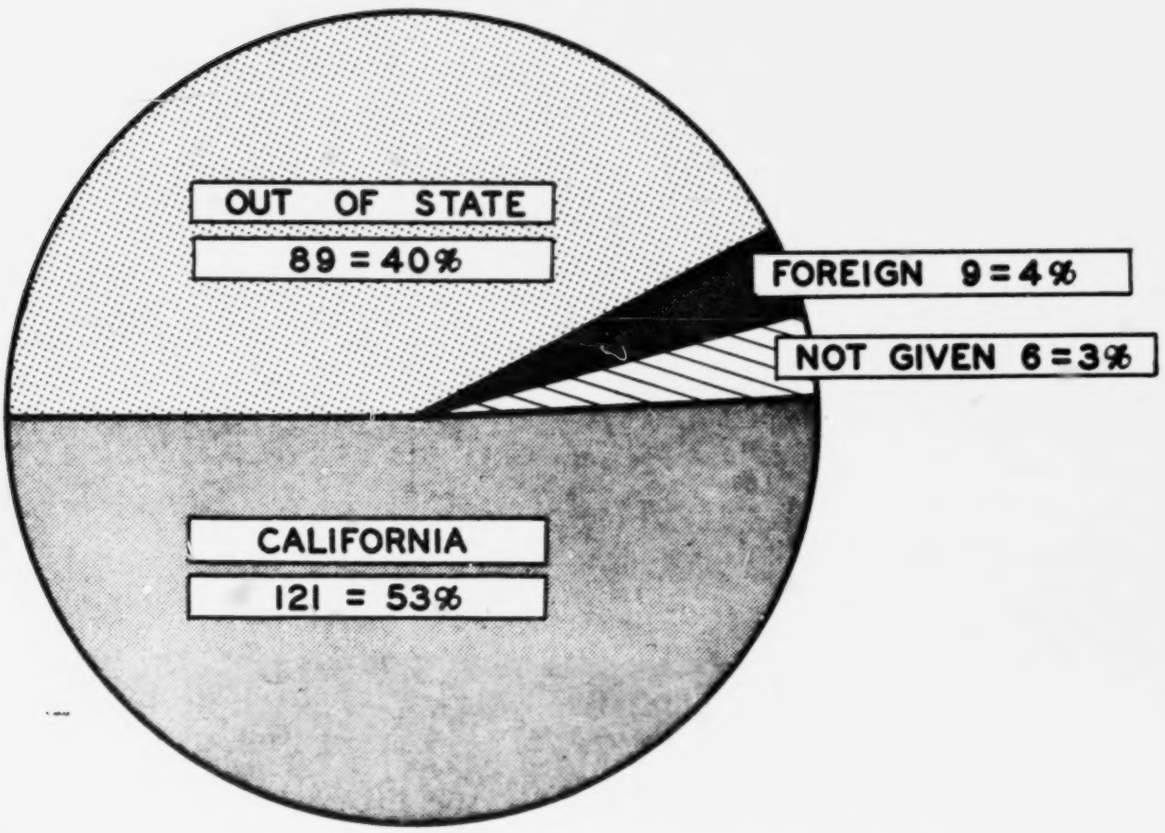
GRAND TOTAL - SINGLE AND MARRIED

GRAND TOTAL MALE
143 = 64%

GRAND TOTAL FEMALE
82 = 36 %

GRAND TOTAL
225 = 100 %

# WHAT WAS THE ORIGIN OF THE WITHDRAWAL GROUP ?




| ORIGIN | TOTAL | MALE | FEMALE |
|---|---|---|---|
| CALIFORNIA | 121 | 75 | 46 |
| OUT OF STATE | 89 | 57 | 32 |
| FOREIGN | 9 | 6 | 3 |
| NOT GIVEN | 6 | 5 | 1 |
| TOTAL | 225 | 143 | 82 |

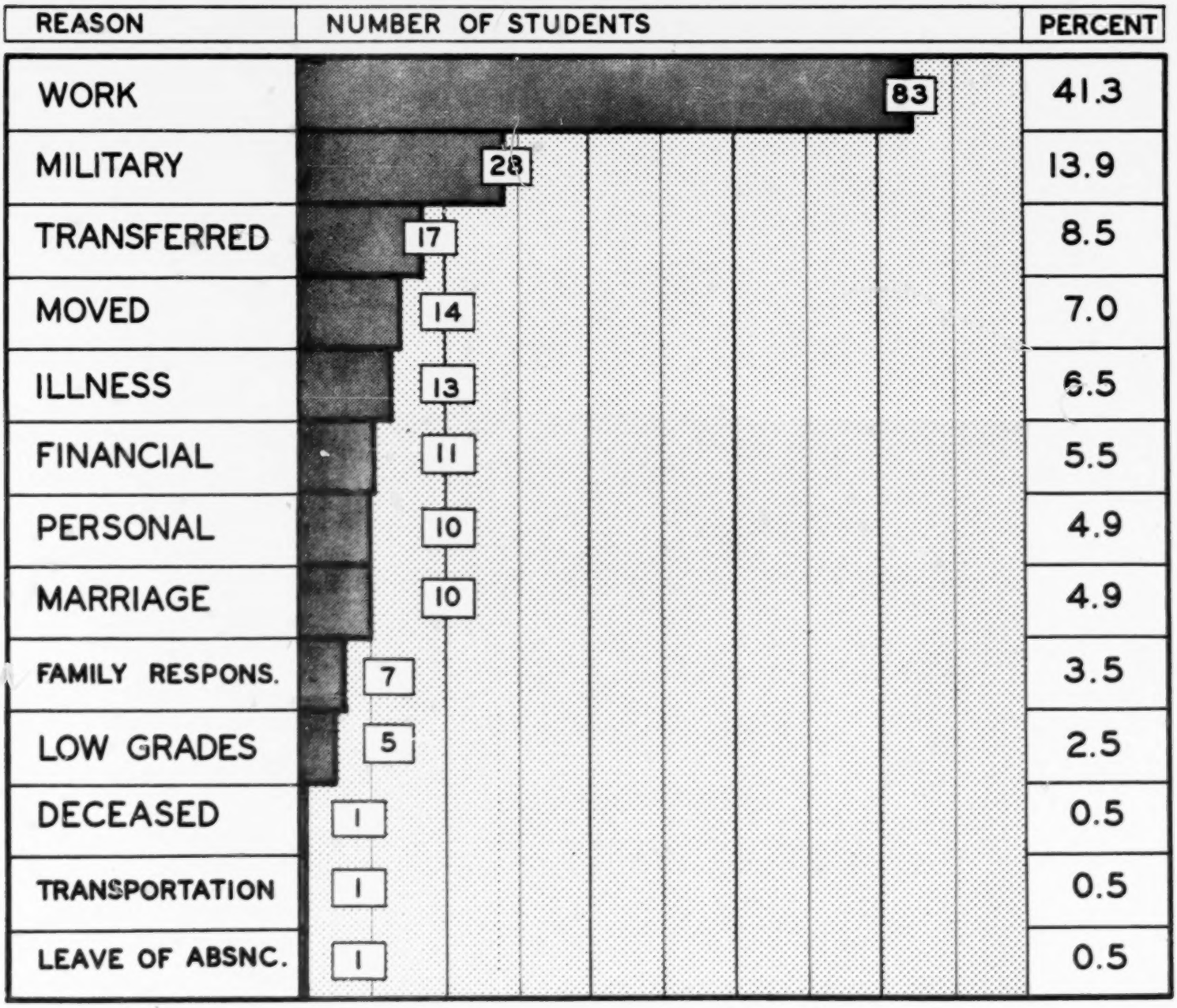
# WHAT WERE THE INTERESTS OF THE WITHDRAWAL GROUP ON ENTERING IN 1956 ?

| | NUMBER | PERCENT |
|---|---|---|
| PROFESSIONAL | 110 | 63.6 |
| LIBERAL ARTS TEACHING - 29 P. E. - 4 | 33 | |
| ENGINEERING | 22 | |
| MEDICINE | 8 | |
| NURSING | 15 | |
| SCIENTIST | 8 | |
| ARTS | 22 | |
| LAW | 2 | |
| SEMI PROFESSIONAL | 22 | 12.7 |
| DRAFTSMAN | 17 | |
| GENERAL | 2 | |
| AVIATOR | 3 | |
| MANAGERIAL | 15 | 8.7 |
| BUSNESS ADMINISTRATION | 10 | |
| SMALL BUSINESS | 4 | |
| CONTRACTOR | 1 | |
| CLERICAL | 16 | 9.2 |
| SKILLED | 7 | 4.0 |
| ELECTRICIAN | 4 | |
| CARPENTER | 1 | |
| AUTO MECHANIC | 2 | |
| AGRICULTURE | 3 | 1.8 |
| TOTAL | 173 | 100 |

GRAND TOTAL

| | | |
|---|---|---|
| TOTAL (DECIDED) | 173 | 76.9 |
| UNDECIDED | 52 | 23.1 |
| GRAND TOTAL | 225 | 100% |

# WHAT WERE THE REASONS GIVEN BY STUDENTS FOR WITHDRAWING ?




TOTAL GIVEN = 201

NOT GIVEN = 24

GRAND TOTAL = 225

# WHAT WERE THE A.C.E. SCORES OF THE WITHDRAWAL GROUP ?

## BASED ON 4 YEAR COLLEGE NORMS

### TOTAL SCORES
(PERCENTILE)

| SCORE | NO SCORE | 0-10 | 11-25 | 26-50 | 51-75 | 76-90 | 91-100 | TOTAL | NO TEST |
|---|---|---|---|---|---|---|---|---|---|
| NUMBER | 6 | 51 | 50 | 43 | 30 | 11 | 2 | 193 | 32 |
| PERCENT | 3.0 | 26.0 | 26.0 | 22.0 | 16.0 | 6.0 | 1.0 | 100 | |

NUMBER OF STUDENTS SCORING:

| | | |
|---|---|---|
| ABOVE THE 50 TH PERCENTILE | 43 | 22.0% |
| BELOW THE 50 TH PERCENTILE | 150 | 78.0% |

### QUANTITATIVE

| SCORE | NO SCORE | 0-10 | 11-25 | 26-50 | 51-75 | 76-90 | 91-100 | TOTAL | NO TEST |
|---|---|---|---|---|---|---|---|---|---|
| NUMBER | 4 | 37 | 40 | 53 | 40 | 17 | 2 | 193 | 32 |
| PERCENT | 2.0 | 19.0 | 21.0 | 27.0 | 21.0 | 9.0 | 1.0 | 100 | |

NUMBER OF STUDENTS SCORING:

| | | |
|---|---|---|
| ABOVE THE 50 TH PERCENTILE | 59 | 31.0 % |
| BELOW THE 50 TH PERCENTILE | 134 | 69.0% |

### LINGUISTIC

| SCORE | NO SCORE | 0-10 | 11-25 | 26-50 | 51-75 | 76-90 | 91-100 | TOTAL | NO TEST |
|---|---|---|---|---|---|---|---|---|---|
| NUMBER | 9 | 58 | 45 | 39 | 27 | 13 | 2 | 193 | 32 |
| PERCENT | 5.0 | 30.0 | 23.0 | 20.0 | 14.0 | 7.0 | 1.0 | 100 | |

NUMBER OF STUDENTS SCORING:

| | | |
|---|---|---|
| ABOVE THE 50 TH PERCENTILE | 42 | 22.0% |
| BELOW THE 50 TH PERCENTILE | 151 | 78.0% |

# WHAT WAS THE A.C.E. COMPARED TO G.P.A. OF THE WITHDRAWAL GROUP ?

| G.P.A. | ACE-PERCENTILE | | | | TOTAL STUDENTS | PERCENT OF GROUP |
|---|---|---|---|---|---|---|
| | 0-24.9 | 25-49.9 | 50-74.9 | 75-99.9 | | |
| 0-.99 | 52<br>59.1% | 19<br>21.6% | 11<br>12.5% | 6<br>6.8% | 88<br>100% | 46.0% |
| 1-1.99 | 22<br>53.7% | 12<br>29.3% | 6<br>14.6% | 1<br>2.4% | 41<br>100% | 21.5% |
| 2-2.99 | 30<br>62.4% | 7<br>14.6% | 8<br>16.7% | 3<br>6.3% | 48<br>100% | 25.2% |
| 3-3.99 | 2<br>14.3% | 5<br>35.7% | 4<br>28.6% | 3<br>21.4% | 14<br>100% | 7.3% |
| TOTAL STUDENTS | 106 | 43 | 29 | 13 | 191<br>100% | 100% |
| PERCENT OF A.C.E. | 55.5% | 22.5% | 15.2% | 06.8% | | 100% |
| MEAN | 1.33 | 1.45 | 1.67 | 1.53 | 1.44 | |

THESE FIGURES SHOW THE NUMBER OF STUDENTS THE PERCENTAGE REPRESENTS

NOTE: 35 - NO TEST OR NO G.P.A. GRAND TOTAL 226 STUDENTS

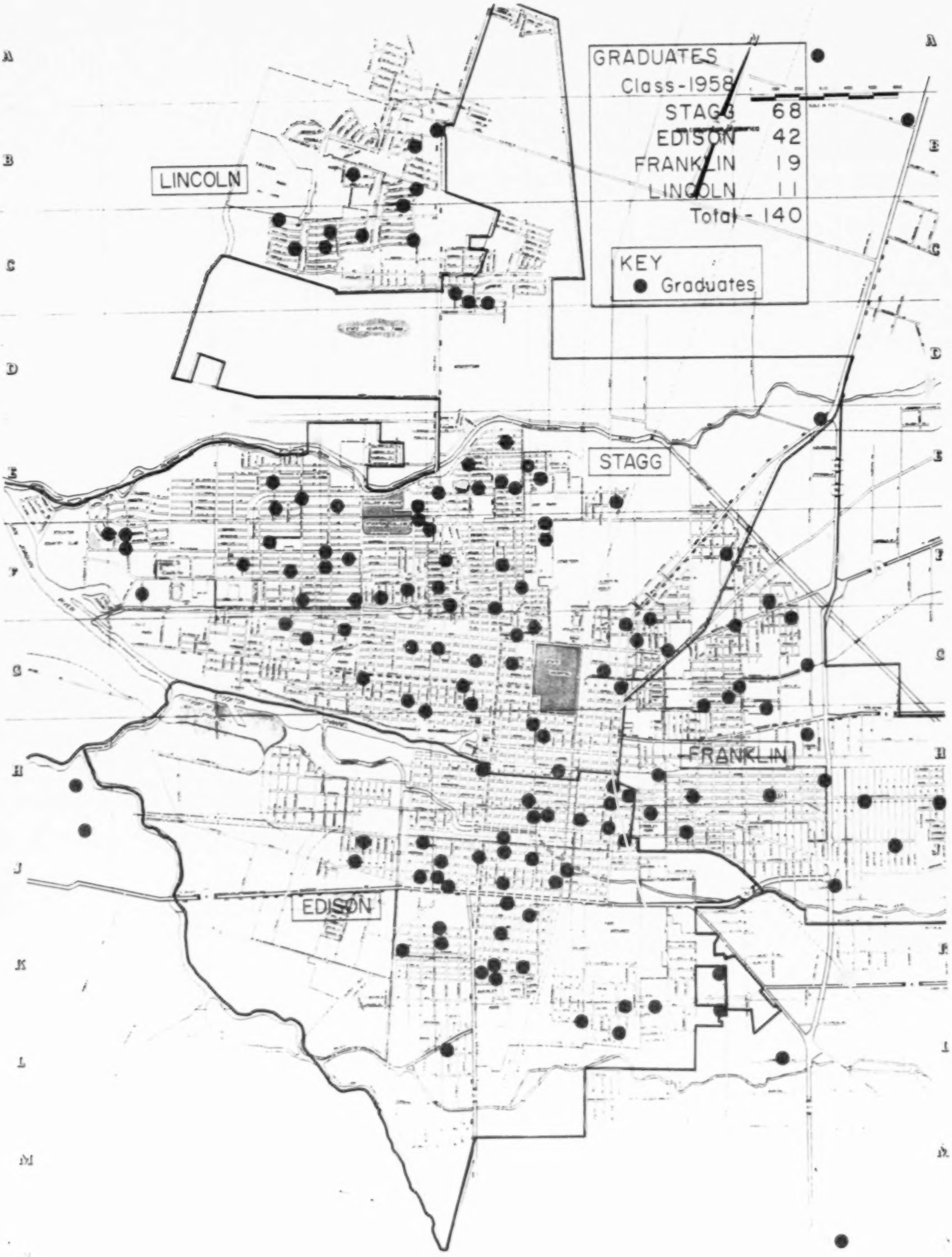
SUCCESS OF STUDENTS ATTENDING STOCKTON COLLEGE BASED ON HIGH SCHOOL OF ORIGIN*

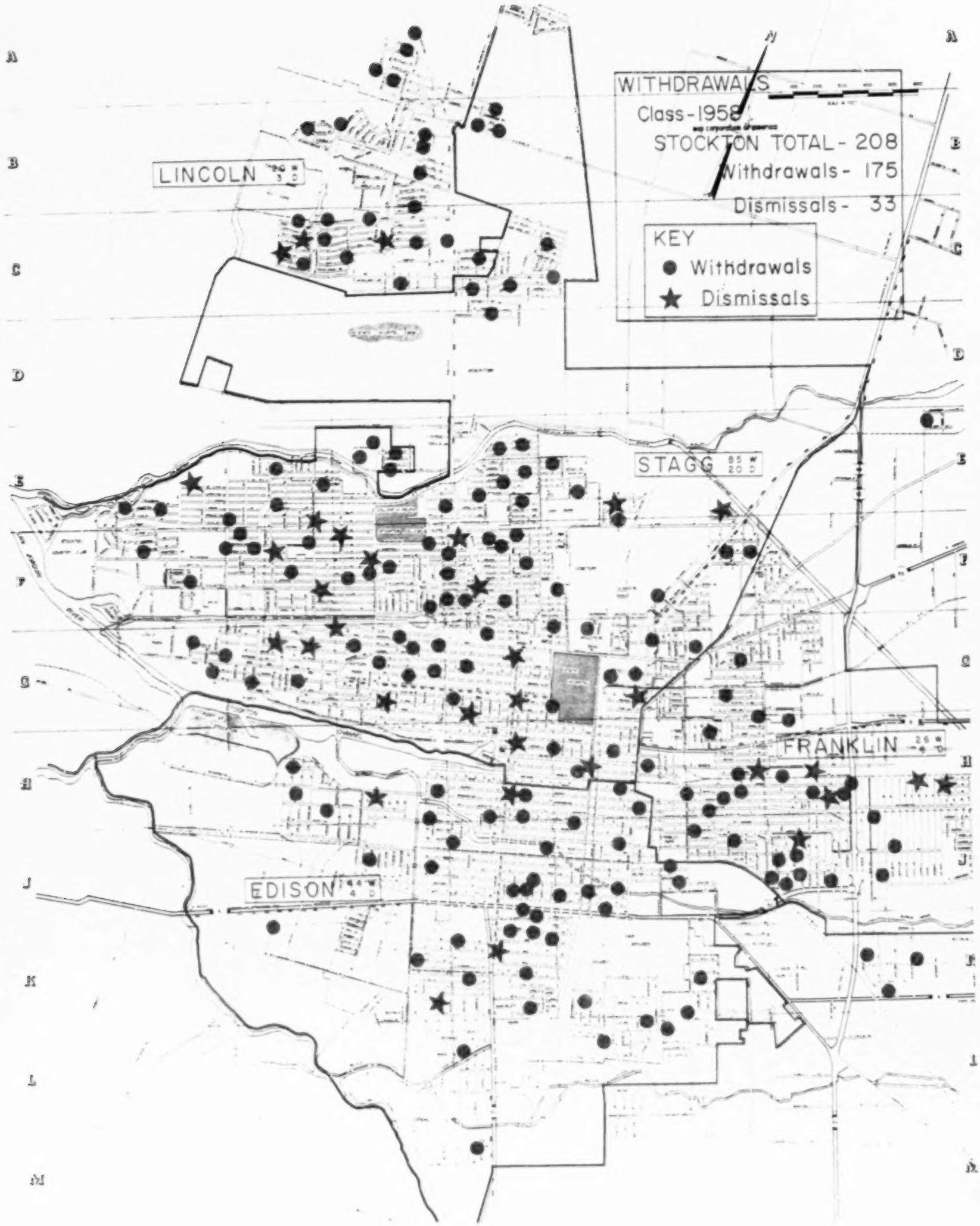
| | EDISON | | FRANKLIN | | STAGG | | LINCOLN | | OTHER | | NO DATA | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | No. | % | No. | % | No. | % | No. | % | No. | % | | |
| GRADUATE | 42 | 31.6 | 19 | 24.7 | 68 | 22.9 | 11 | 23.9 | 38 | 25.5 | 2 | 180 |
| WITHDRAWAL | 44 | 33.1 | 26 | 33.8 | 85 | 28.6 | 20 | 43.5 | 47 | 31.5 | 4 | 226 |
| DISMISSAL | 4 | 3.0 | 6 | 7.8 | 20 | 6.7 | 3 | 6.6 | 8 | 5.4 | 1 | 42 |
| ENDED | 16 | 12.0 | 8 | 10.4 | 63 | 21.3 | 6 | 13.0 | 30 | 20.2 | 1 | 124 |
| CONTINUED | 27 | 20.3 | 18 | 23.3 | 61 | 20.5 | 6 | 13.0 | 26 | 17.4 | | 138 |
| TOTAL | 133 | 100% | 77 | 100% | 297 | 100% | 46 | 100% | 149 | 100% | 8 | 710 |

| | EDISON | FRANKLIN | STAGG | LINCOLN | OTHER | NO DATA | TOTAL |
|---|---|---|---|---|---|---|---|
| TRANSFERS TO FOUR YEAR COLLEGE (Graduates of Stockton College) | 8 | 5 | 33 | 7 | 19 | 1 | 73 |
| TRANSFERS TO FOUR YEAR COLLEGE (Non-graduates of Stockton College) | 9 | 3 | 35 | 4 | 13 | 4 | 68 |
| TOTAL TRANSFERS TO FOUR YEAR COLLEGES | 17 (13%) | 8 (10%) | 68 (23%) | 11 (24%) | 32 (21%) | 5 | 141** |

WITHDRAWAL FROM FOUR YEAR COLLEGES
STAGG 5
LINCOLN 1

* 6-4-4 Plan
** 141 is 34% of 412 (57% of returns)
141 is 20% of the total Class (710)

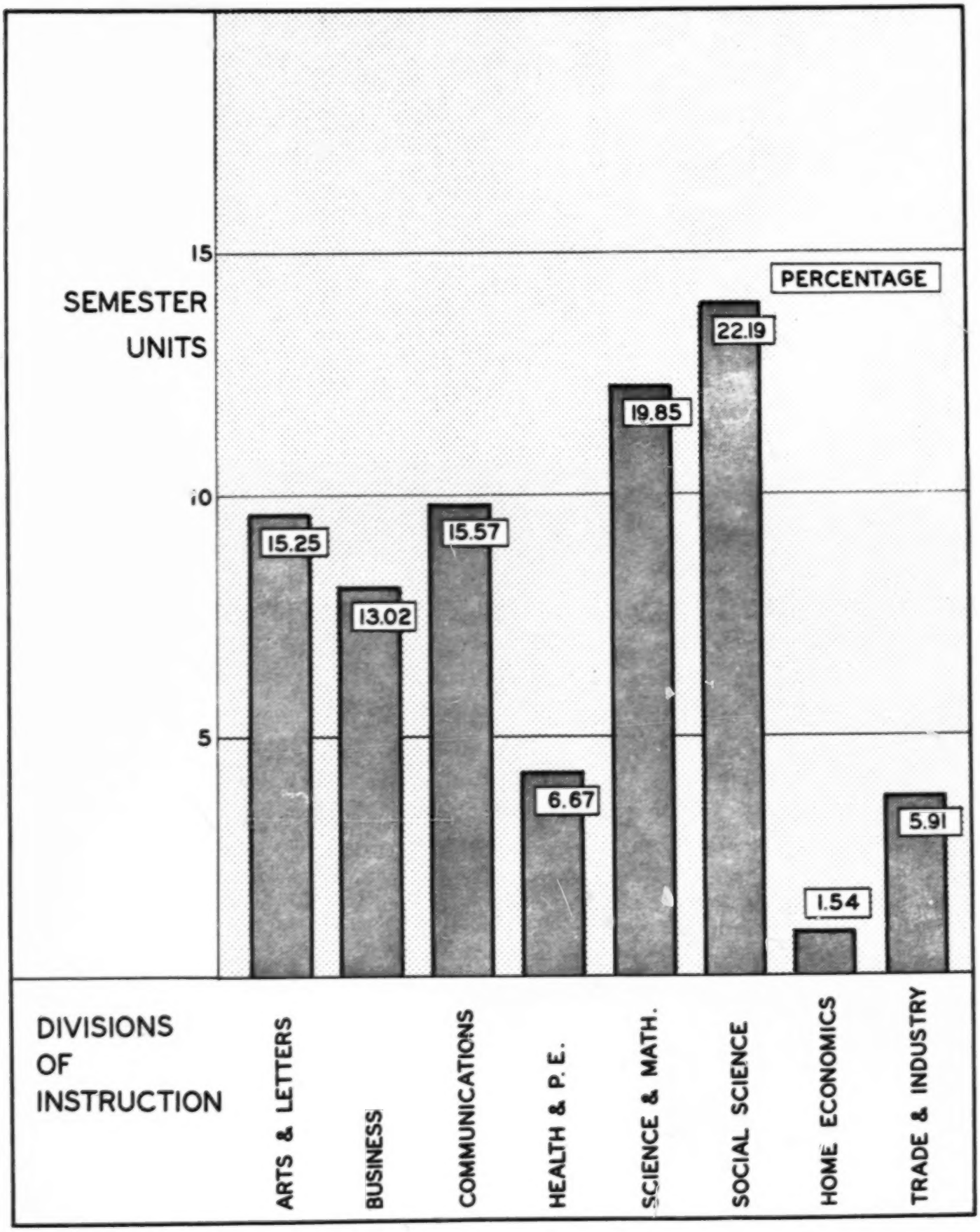

GRADUATES
Class-1958
STAGG 68
EDISON 42
FRANKLIN 19
LINCOLN 11
Total - 140
KEY
Graduates
LINCOLN
STAGG
FRANKLIN
EDISON


WITHDRAWALS
Class-1958
STOCKTON TOTAL- 208
Withdrawals- 175
Dismissals- 33
KEY
Withdrawals
Dismissals
LINCOLN
STAGG
FRANKLIN
EDISON

# CLASS 1958 - TOTAL CLASS

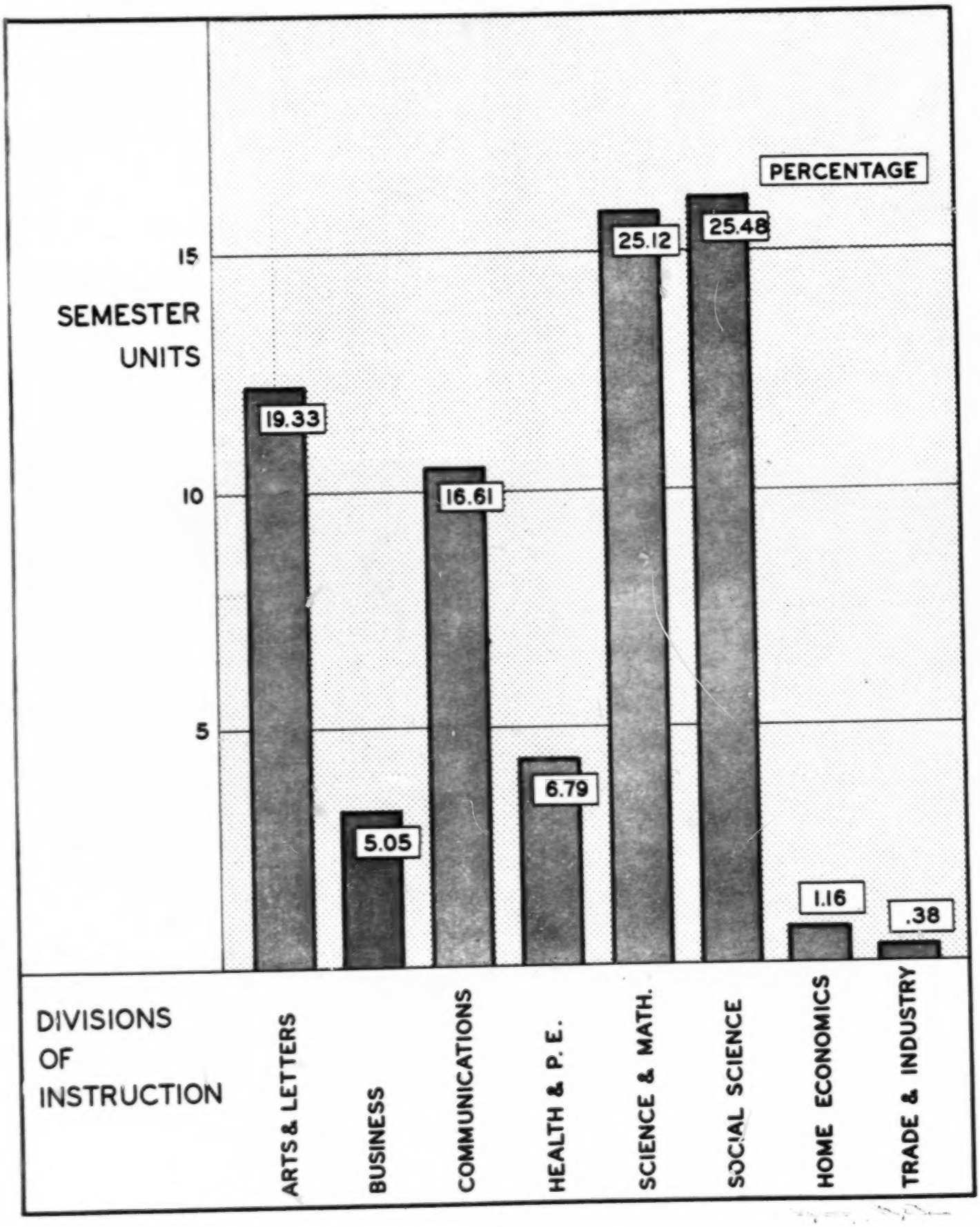
## THE AVERAGE STUDENT'S CURRICULUM AT STOCKTON COLLEGE

(152 4-SEMESTER AA GRADUATES)



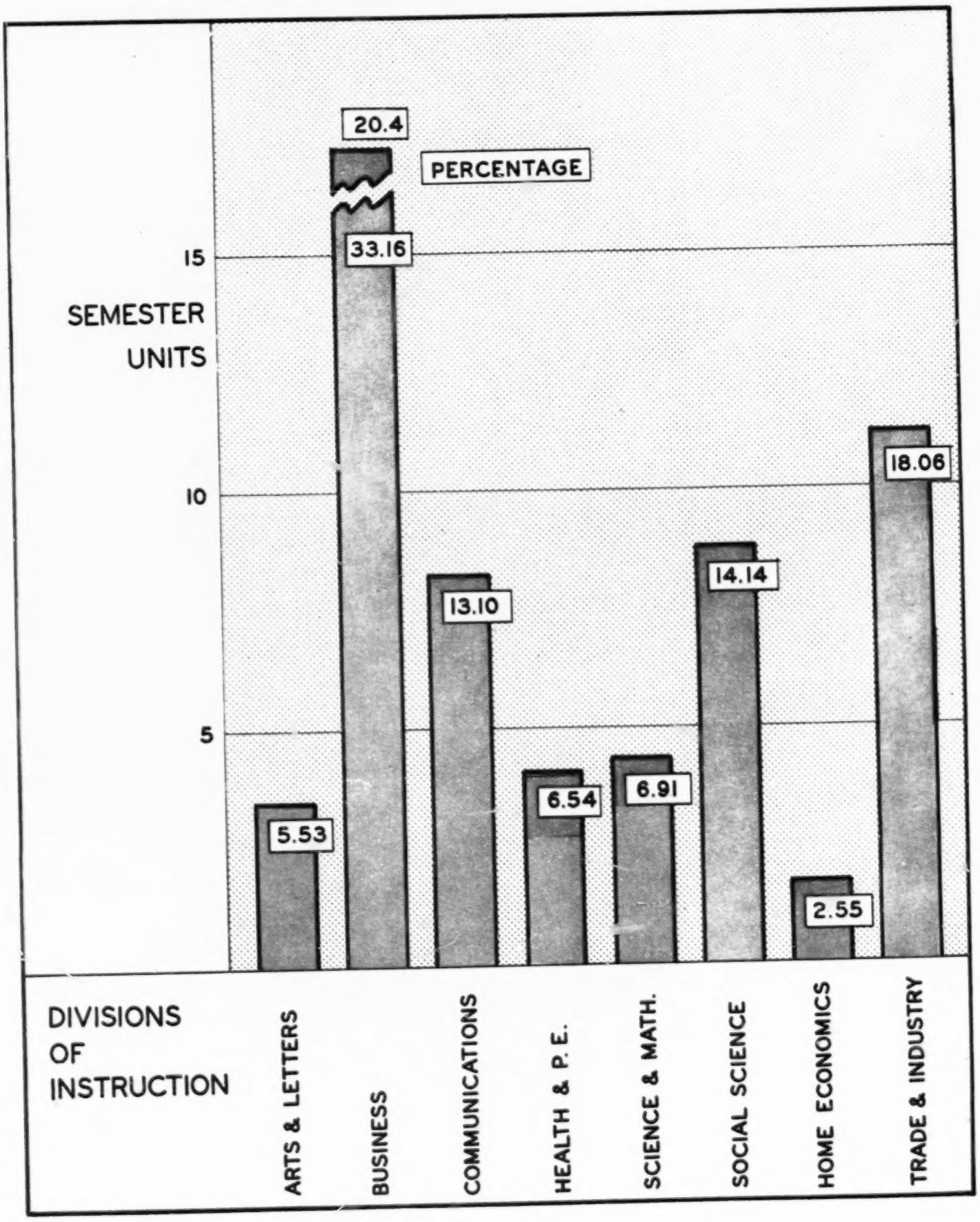
# CLASS 1958 - TRANSFER PROGRAM

THE AVERAGE GRADUATE'S CURRICULUM AT S. C. FOLLOWING A TRANSFER TYPE PROGRAM - AA DEGREE - 1958 (108 CASES)



# CLASS 1958 - TERMINAL PROGRAM

THE AVERAGE GRADUATE'S CURRICULUM AT S.C. FOLLOWING A TERMINAL TYPE PROGRAM - AA DEGREE - 1958 (44 CASES)



## PART III

## COMMENTS

In this part we found that the withdrawal group showed similarities to the total class, particularly in the areas of educational objectives and academic ability based on A. C. E. scores. Actually, there is less divergence between the two groups in A. C. E. scores than in G. P. A. results. The mean cumulative average for the class was 2.06 compared to 1.44 for the withdrawal group.

Considering this information, the next question might be, "Is there any relationship to the number of graduates and withdrawals on a ratio basis or in total students to the high school of origin?"

Many studies have shown a significant clustering of withdrawals in sections fo the city characterized by low income families, substandard housing and mixed nationalities. In this study, no significant clustering was found. However, it is true that if the drop-out ratio between High School and Junior College were included, there might be a totally different statistical picture.

The number of Stockton College students who graduated from either Franklin or Edison and continued on to a four year college was significantly smaller than both the total group and the other high schools involved.

## PART IV

## FOLLOW UP

### SECTION A

This section summarized the Questionnaire results and the students' reactions concerning the various phases of their College Program. The procedure over a two month period (October through November) for obtaining these results was (1) Questionnaire A mailed to each student; (2) Follow-up postcard to those unanswered; (3) Questionnaire B to each non-respondent; (4) Double follow-up postcard to each non-respondent. This mailing procedure was supplemented by phone calls when possible.

### SECTION B

The vocational and educational accomplishments of the Class of 1958 after leaving Stockton College are included in this section. These results are limited since a student who graduated in 1958 would have completed one full year of college or have worked the same length of time.

Of the 57% returns on the questionnaire, 175 stated they were attending college. A form letter was sent to each college to determine the enrolled student's current G. P. A. The returns from the colleges were 158 out of 175 or 90.3%. About 2% of these returns showed no record of the student having attended that college.

Also included in this section are: (a) The type and location of each students' employment. (Based on the Dictionary of Occupational Titles.) (b) The type of college attended and the chosen major. (c) The non-graduate transfer student's G. P. A. at Stockton College and Transfer college based on the number of semester units taken at Stockton College.

RETURNS ON QUESTIONNAIRE
Sent to Class of 1958
October 1-December 1, 1959

| | RETURNS | % OF RETURN OF 412 | TOTAL GROUP | % RETURNS OF GROUP |
|---|---|---|---|---|
| GRADUATE | 139 | 34% | 180 | 77% |
| WITHDRAWAL | 103 | 25% | 226 | 41% |
| DISMISSED | 20 | 5% | 42 | 47% |
| ENDED | 79 | 19% | 138 | 57% |
| CONTINUED | 71 | 17% | 124 | 57% |
| TOTAL RETURNS | 412 | 100% | 710 | 57.9% |

PROCEDURE

OCTOBER 1 QUESTIONNAIRE sent to 710 students in the Class of 1958.

OCTOBER 20 FOLLOW UP POSTCARD

NOVEMBER 1 QUESTIONNAIRE resent (Yellow)

NOVEMBER 15 FOLLOW UP POSTCARD plus personal phone calls

DECEMBER 1 Ended Survey

STOCKTON COLLEGE STUDY
Entering Class of Fall 1956
October 1959

A. WHAT ARE YOU DOING? Answer completely the category best describing your present status.

1. Employed_____Type of work_____

Company_____Position_____

2. Housewife_____3. Armed Service (Type)_____

4. Self Employed_____Name and Type of business_____

5. Married_____Single_____Divorced_____

B. Did you transfer during or after Junior College to another school? YES___NO___

If answer is YES, please name school_____How many semesters?_____

1. If answer is YES, and you are NOT in school now, what caused you to change your plans?_____

2. If answer is NO, and you have since re-entered school, what caused you to change your plans?_____

3. What is your major field of study?_____

C. IF YOU ARE WORKING

1. Are you working in the occupation for which you prepared for in school? YES___NO___

2. Do you plan to make a career of your present occupation. YES_____NO_____

D. As these apply to you, please indicate your degree of satisfaction while at Stockton College by encircling the appropriate number.

| | Great Satisfaction | Considerable Satisfaction | Some Satisfaction | Little Satisfaction | Unsatisfactory | No Opinion |
|---|---|---|---|---|---|---|
| Instructor-student relations | 1 | 2 | 3 | 4 | 5 | 6 |
| Administrator-student relations | 1 | 2 | 3 | 4 | 5 | 6 |
| Quality of Class Instructors | 1 | 2 | 3 | 4 | 5 | 6 |
| Counseling for a)Terminal program | 1 | 2 | 3 | 4 | 5 | 6 |
| b)Personal problems | 1 | 2 | 3 | 4 | 5 | 6 |
| c)Transfer to another school | 1 | 2 | 3 | 4 | 5 | 6 |
| d)Choosing a vocation | 1 | 2 | 3 | 4 | 5 | 6 |
| Preparation in Stockton College for a)Business Technical, Trade | 1 | 2 | 3 | 4 | 5 | 6 |
| b)Transfer to another school | 1 | 2 | 3 | 4 | 5 | 6 |
| Library Services | 1 | 2 | 3 | 4 | 5 | 6 |
| Health (Nursing Office) | 1 | 2 | 3 | 4 | 5 | 6 |
| Student Government | 1 | 2 | 3 | 4 | 5 | 6 |
| Bookstore | 1 | 2 | 3 | 4 | 5 | 6 |
| Cafeteria | 1 | 2 | 3 | 4 | 5 | 6 |

E. If a person considering entering Stockton College wer to ask my opinions, I would say:

#1

Dear : We recently mailed you a questionnaire which we are using in an extensive study of the entering class of 1956.

The information which you can give us by completing and returning the questionnaire can be of considerable help to the college in preparing future programs.

If you have not completed and returned this form, we would sincerely appreciate receiving it as quickly as possible. If you have failed to receive said form, please drop us a card and we will supply you with one. We need YOUR help to make this project a success.

Please direct replies to: Survey Center
Stockton College
Attention: L. G. Bush
3301 Kensington Way
Stockton, California

#2

Dear : Excuse us for contacting you, but we once again must ask for your help. To date we have not received your response to the Follow-up Questionnaire mailed you by the college. Though we have received many answers from your classmates, we still need to hear from YOU if this study is to be effective. Unless we can get honest responses from the majority of the entering class of 1956, the value of the project will be greatly limited.

Please use the attached postcard to indicate your situation and please complete and return the questionnaire as soon as possible.

Thank you again.

Reply postcard

PLEASE CHECK THE APPROPRIATE ITEMS AND RETURN THIS CARD

_____ I did not receive the questionnaire---Send me one!

_____ I misplaced the questionnaire---Send me one!

_____ My response is on the way.

_____ I will complete the Questionnaire very shortly.

_____ This party has moved---No forwarding address.

_____ Questionnaire forwarded to:

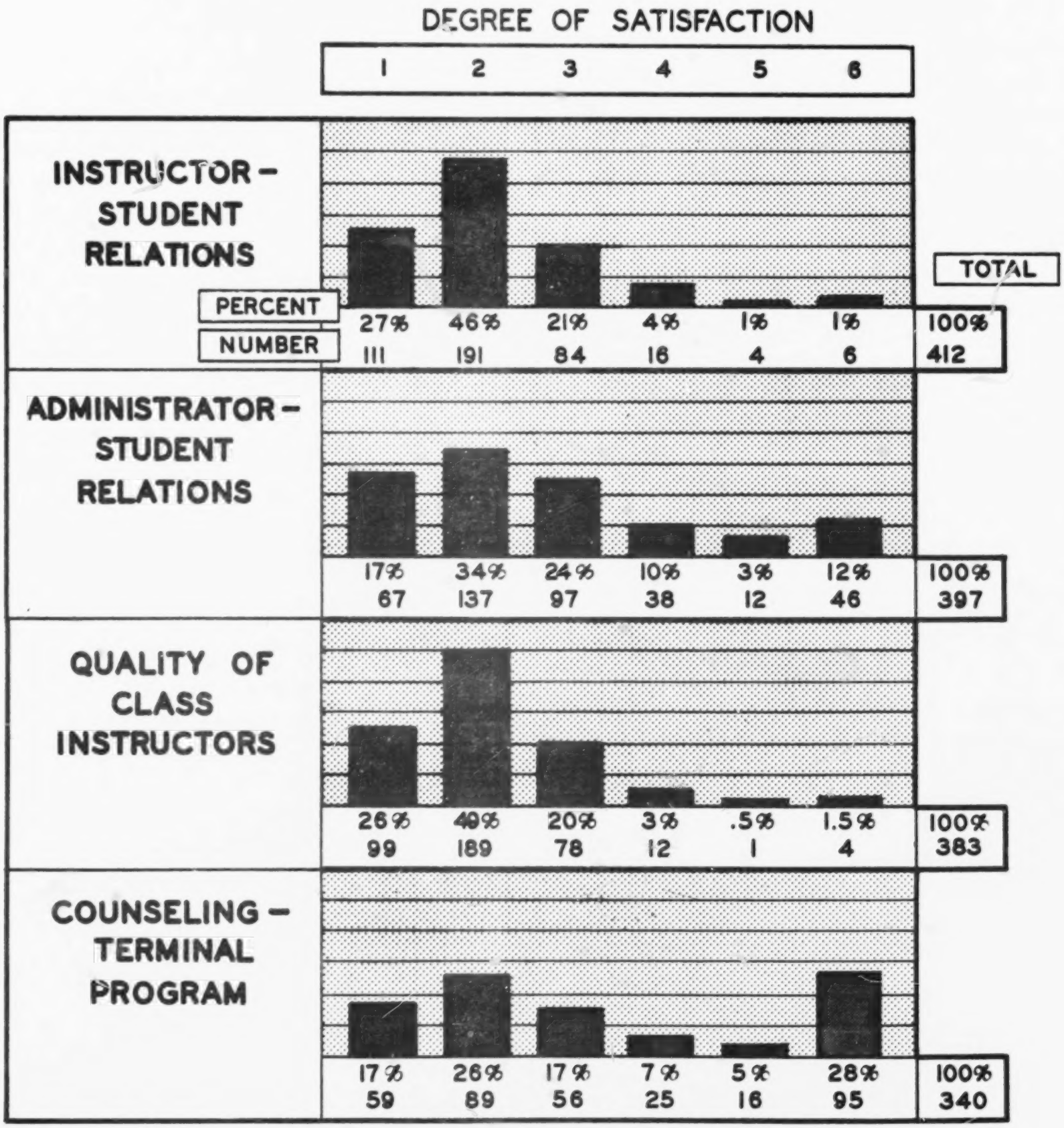
_____ I do not plan to return Questionnaire.

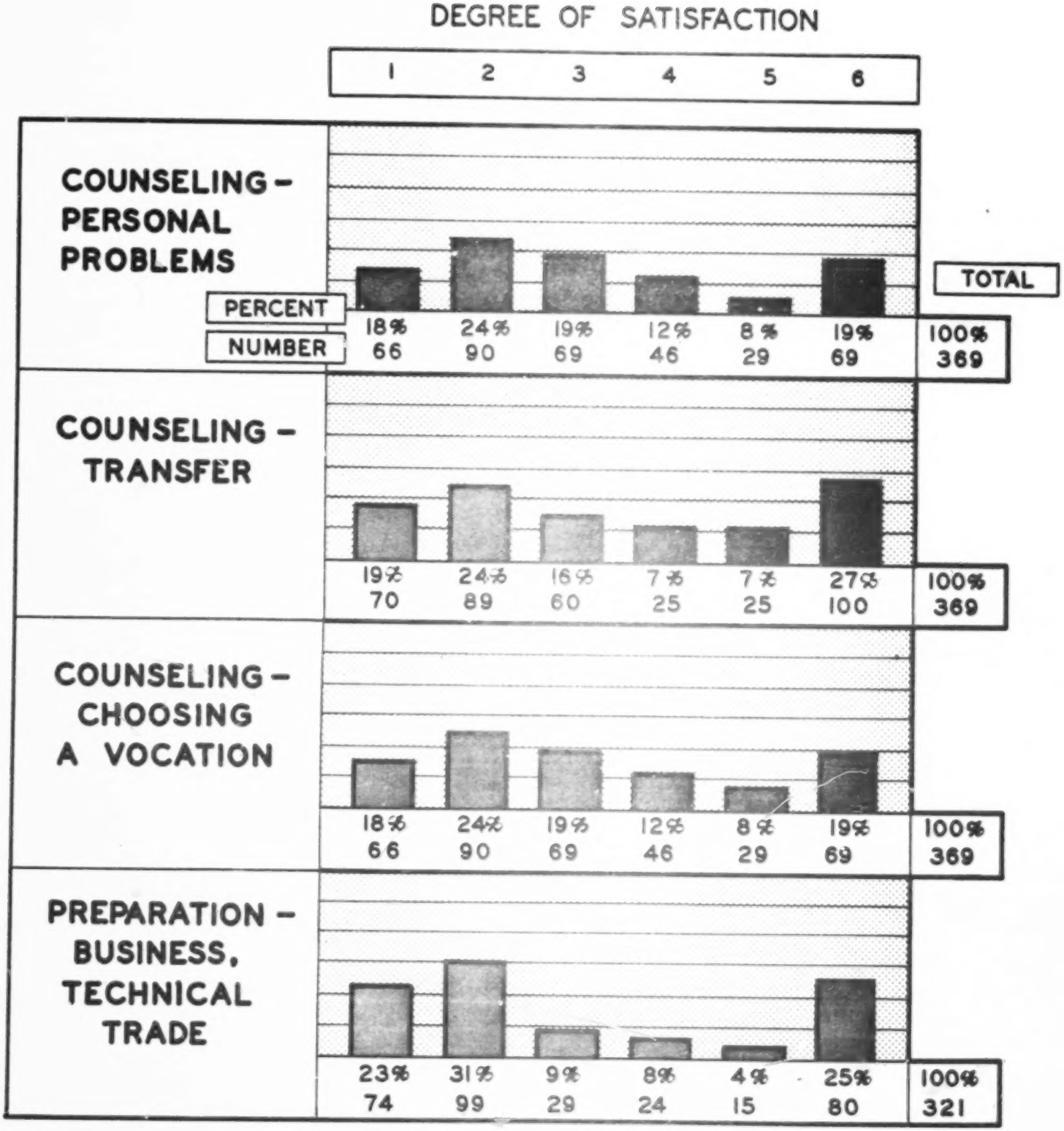
Please include name and address:

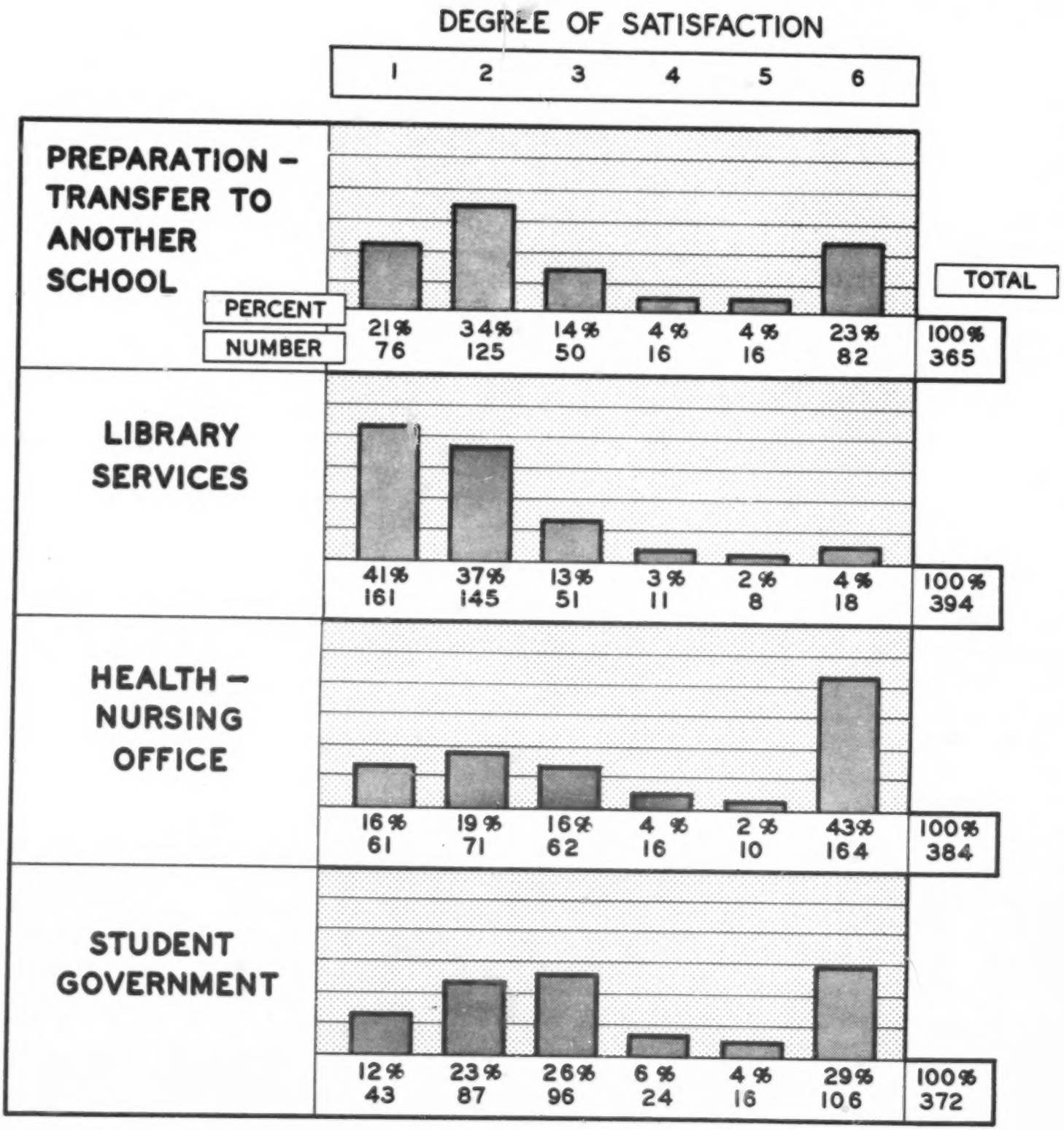
# HOW DID STUDENTS RATE INSTRUCTION AND SERVICES AT STOCKTON COLLEGE ?

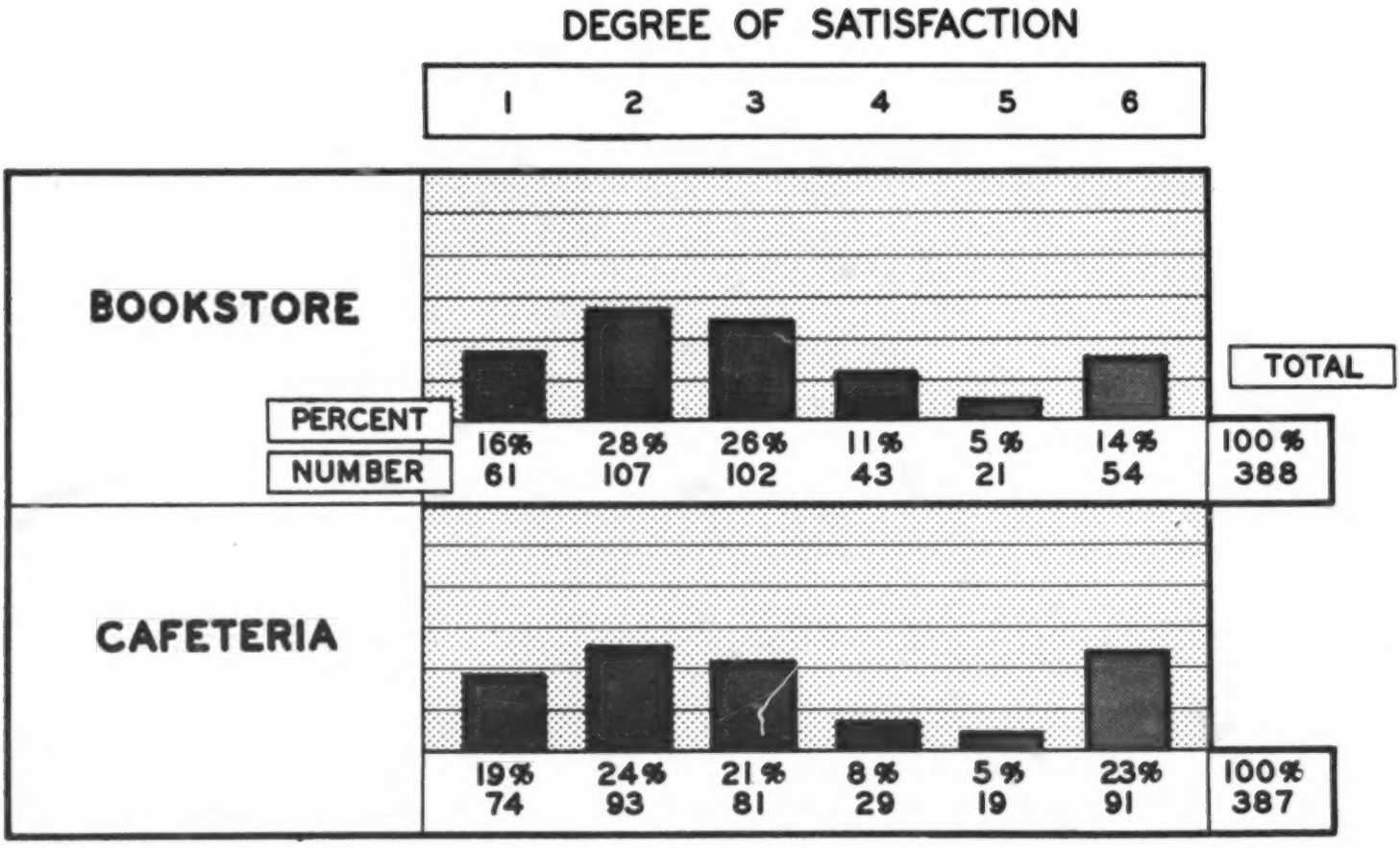
KEY

1= GREAT
2= CONSIDERABLE
3= SOME
4= LITTLE
5= UNSATISFACTORY
6= NO OPINION


DEGREE OF SATISFACTION
1 2 3 4 5 6
INSTRUCTOR – STUDENT RELATIONS
PERCENT
NUMBER
TOTAL
27% 46% 21% 4% 1% 1% 100%
111 191 84 16 4 6 412
ADMINISTRATOR – STUDENT RELATIONS
17% 34% 24% 10% 3% 12% 100%
67 137 97 38 12 46 397
QUALITY OF CLASS INSTRUCTORS
26% 49% 20% 3% .5% 1.5% 100%
99 189 78 12 1 4 383
COUNSELING – TERMINAL PROGRAM
17% 26% 17% 7% 5% 28% 100%
59 89 56 25 16 95 340

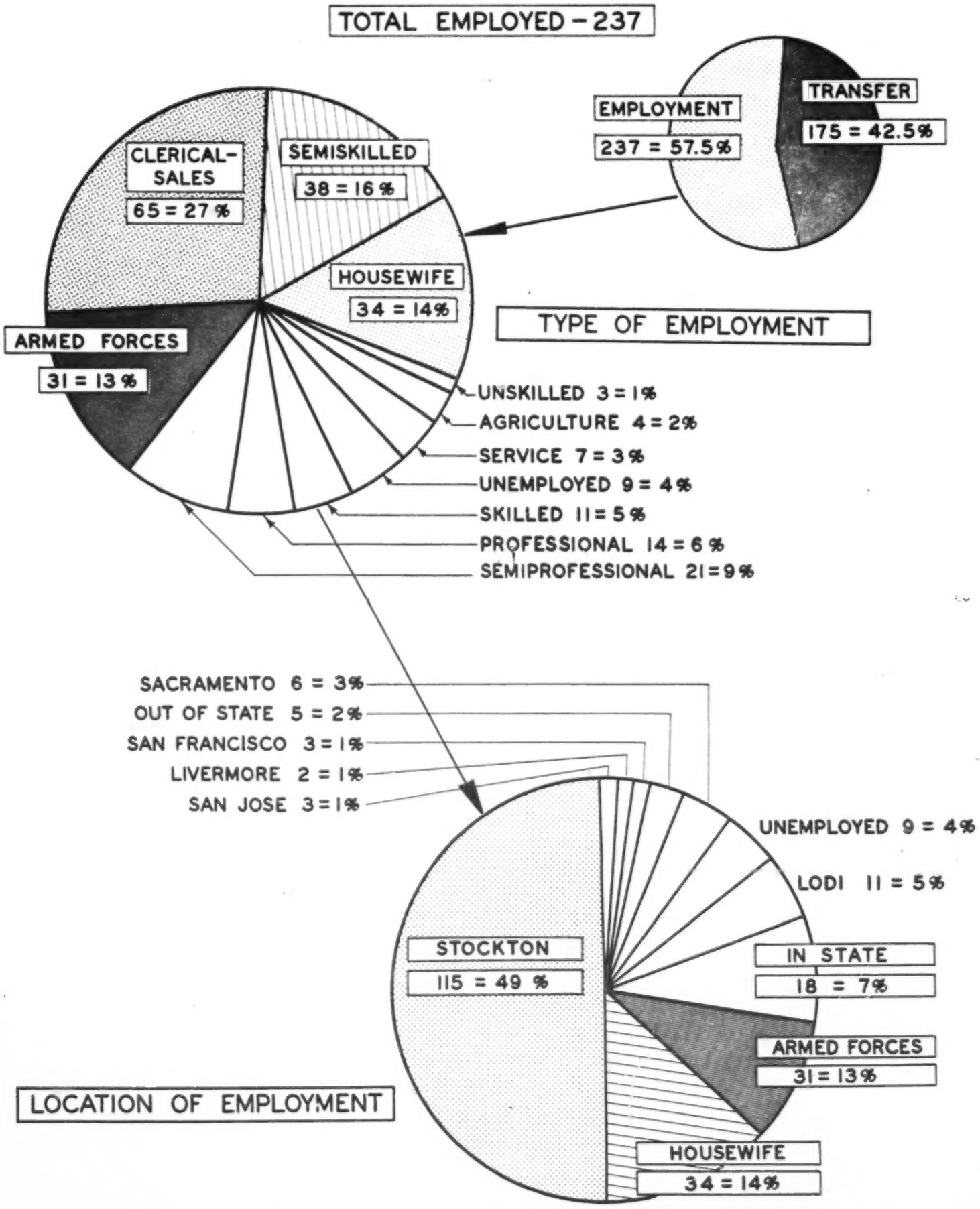

DEGREE OF SATISFACTION
1 2 3 4 5 6
COUNSELING – PERSONAL PROBLEMS
PERCENT
NUMBER
18% 66
24% 90
19% 69
12% 46
8% 29
19% 69
TOTAL
100% 369
COUNSELING – TRANSFER
19% 70
24% 89
16% 60
7% 25
7% 25
27% 100
100% 369
COUNSELING – CHOOSING A VOCATION
18% 66
24% 90
19% 69
12% 46
8% 29
19% 69
100% 369
PREPARATION – BUSINESS, TECHNICAL TRADE
23% 74
31% 99
9% 29
8% 24
4% 15
25% 80
100% 321


DEGREE OF SATISFACTION
1 2 3 4 5 6
PREPARATION – TRANSFER TO ANOTHER SCHOOL
PERCENT
NUMBER
21% 76
34% 125
14% 50
4% 16
4% 16
23% 82
TOTAL
100% 365
LIBRARY SERVICES
41% 161
37% 145
13% 51
3% 11
2% 8
4% 18
100% 394
HEALTH – NURSING OFFICE
16% 61
19% 71
16% 62
4% 16
2% 10
43% 164
100% 384
STUDENT GOVERNMENT
12% 43
23% 87
26% 96
6% 24
4% 16
29% 106
100% 372


DEGREE OF SATISFACTION
1
2
3
4
5
6
BOOKSTORE
CAFETERIA
PERCENT
NUMBER
TOTAL
16%
61
28%
107
26%
102
11%
43
5%
21
14%
54
100%
388
19%
74
24%
93
21%
81
8%
29
5%
19
23%
91
100%
387

# WHAT ARE THEY DOING NOW ?

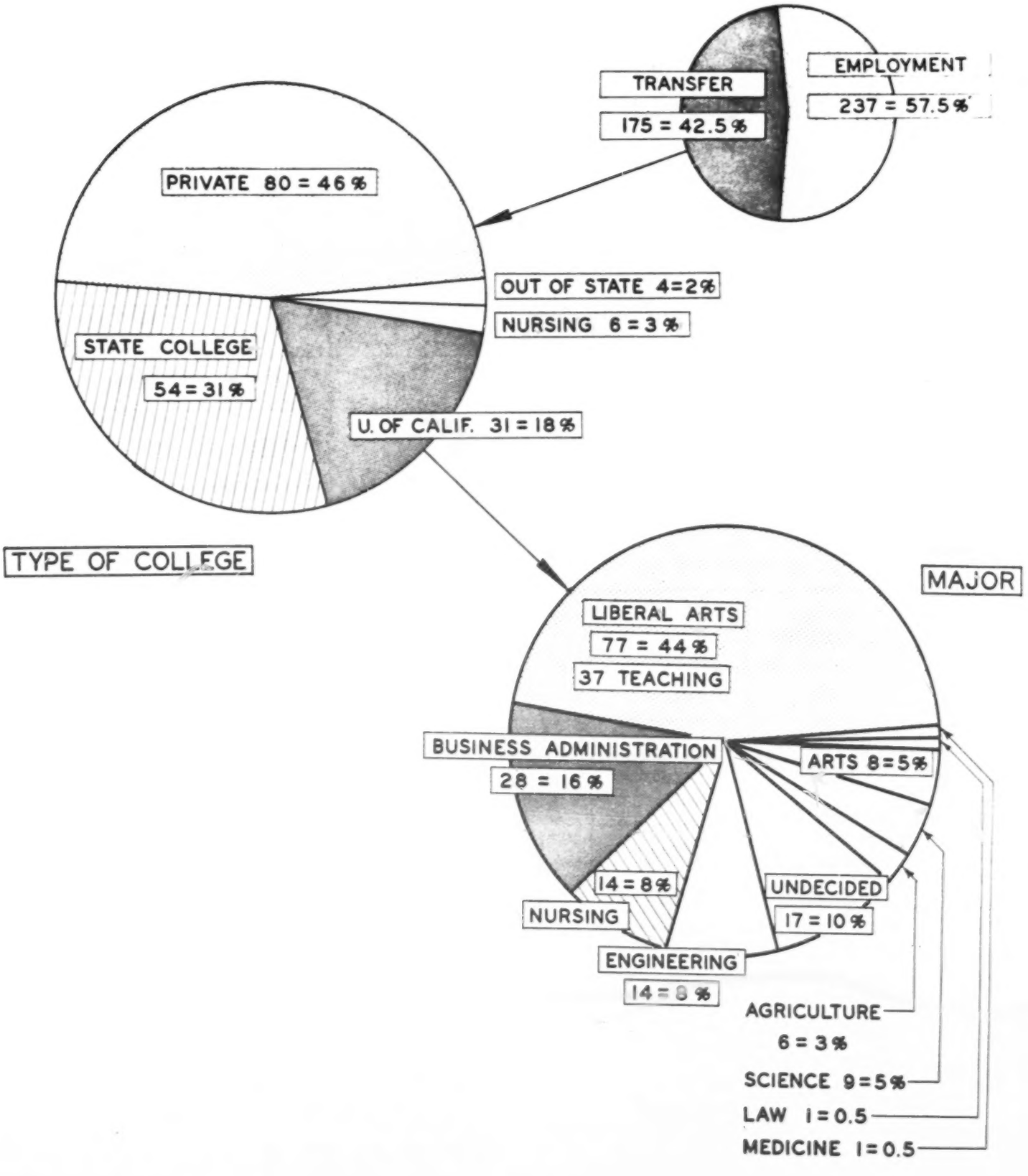
BASED ON 57% RETURNS OF QUESTIONNAIRE



# WHAT ARE THEY DOING NOW ?

BASED ON 57% RETURNS OF QUESTIONNAIRE

TOTAL IN SCHOOL – 175



# COMPARISON OF G.P.A. AT STOCKTON COLLEGE AND TRANSFER COLLEGES.

SUMMARY OF DATA RECEIVED FROM COLLEGES TO WHICH 175 STOCKTON COLLEGE STUDENTS SAID THEY TRANSFERED (BASED ON QUESTIONNAIRE RESULTS). THE TOTAL RETURNS WERE 158 OR 90.3% OF THE 175.

## TOTAL RETURNS FROM TRANSFER COLLEGES

| COLLEGES | NUMBER ADMITTED 1958 | NUMBER ADMITTED 1959 | NUMBER WITH-DRAWN | TOTAL | NO RECORD | GRAND TOTAL |
|---|---|---|---|---|---|---|
| COLLEGE OF PACIFIC | 50 | 8 | 2 | 60 | 2 | 62 |
| STATE | 40 | 7 | 2 | 49 | 11 | 60 |
| PRIVATE | 10 | | 1 | 11 | | 11 |
| UNIV. OF CALIF. | 14 | 3 | 1 | 18 | 4 | 22 |
| OUT OF STATE | 3 | | | 3 | | 3 |
| TOTAL | 117 | 18 | 6 | 141 | 17 | 158 |
| % OF TOTAL RETURNS (412) | 28% | | | 34% | | 38% |

## TOTAL G.P.A. RETURNS OF STUDENTS FROM TRANSFER COLLEGES

| COLLEGES | STOCKTON COLLEGE G.P.A. | TRANSFER COLLEGE G.P.A. | DIF-FERENTIAL | TOTAL STUDENTS |
|---|---|---|---|---|
| COLLEGE OF PACIFIC | 2.76 | 2.64 | -.12 | 50 |
| STATE | 2.55 | 2.40 | -.15 | 40 |
| PRIVATE | 2.73 | 2.96 | +.23 | 10 |
| UNIV. OF CALIF. | 3.16 | 2.27 | -.89 | 14 |
| OUT OF STATE | 2.05 | 2.04 | -.01 | 3 |
| TOTAL | 2.68 | 2.44 | -.23 | 117 |

NOTE: GRADUATE STUDENTS = 61

STOCKTON COLLEGE G.P.A. = 2.75

TRANSFER COLLEGE G.P.A. = 2.52

DIFFERENTIAL = [-.23]

NON-GRADUATE TRANSFER STUDENTS = 56

STOCKTON COLLEGE G.P.A. = 2.61

TRANSFER COLLEGE G.P.A. = 2.39

DIFFERENTIAL = [-.22]

STOCKTON COLLEGE TRANSFER STUDENTS-CLASS OF 1958 (Non-graduates)

STOCKTON COLLEGE G. P. A. COMPARED TO TRANSFER STUDENT G. P. A. (56 Students)

| | 0-30 | | 31-45 | | 46-60 | | Over 60 | |
|---|---|---|---|---|---|---|---|---|
| UNITS | SC G.P.A. | TRANSFER G.P.A. | SC G.P.A. | TRANSFER G.P.A. | SC G.P.A. | TRANSFER G.P.A. | SC G.P.A. | TRANSFER G.P.A. |
| 4.0 to 3.51 | (3) 3.51 | (3) 2.55 | (3) 3.43 | (3) 3.59 | (6) 3.27 | (6) 2.79 | (5) 3.22 | (5) 2.58 |
| 3.0 to 2.1 | (6) 2.53 | (6) 2.02 | (9) 2.43 | (9) 2.07 | (9) 2.50 | (9) 2.60 | (6) 2.45 | (6) 2.46 |
| 2.0 to 1.1 | (4) 1.55 | (4) 2.14 | (2) 1.73 | (2) 1.29 | (1) 1.74 | (1) 1.54 | (2) 1.94 | (2) 1.83 |
| | 13 2.45 | 13 2.18 | 14 2.54 | 14 2.29 | 15 2.74 | 16 2.62 | 13 2.67 | 13 2.41 |

TOTAL Stockton College 2.61
Transfer College 2.39

The following regulation was adopted by the State Board of Education September 18, 1959:

931.3 General Applicants Who Were Not Eligible for Admission with Freshman Standing.

(a) He has earned in one or more accredited colleges or universities 60 semester units of college credit with a grade point average of 2.0 (grade "C" on a five-point scale) or better in the total program attempted at such colleges or universities.

(b) He has earned in one or more accredited colleges or universities 24 semester units of credit with a grade point average of 3.0 (grade "B" on a five-point scale) or better in the total program attempted at such colleges or universities.

## PART IV

## COMMENTS

The results of the Questionnaire Survey indicated that student satisfaction concerning various phases of their college program was in general very favorable. The three areas that received the highest satisfaction rating were: The Library, Instructor-Student Relationship, and the Quality of Class Instruction. The three lowest were: Health Services, Student Government, and Counseling (personal problems and choosing a vocation.)

What are they doing now? To answer this question, the data was summarized from the questionnaire. The major contrast was between the student's educational objective (over 60% indicated a professional goal in September of 1956) as compared to the actualities of employment in 1958. (43% were employed in clerical and semi-skilled fields plus another 27% listed as housewives or enlisted in the Armed Forces.)

The modification of objectives is also apparent in the transfer college group. 44% listed their major as Liberal Arts and 16% as Business Administration. The predominant number of students in this class attended private colleges (46%) while 31% transferred to State Colleges.

75% of the Class of 1958 were below the 50th percentile on the A. C. E. Test based on four year college norms and the Class had a 45% attrition rate during the freshman year.

When we consider the high rating of student satisfaction and that 34% of the total returns of the 412 were transfer students who retained a comparatively constant G. P. A. after transfer, it is certainly indicative that the Stockton College Staff has been educationally successful in:

(a) personal contact with students,

(b) vocational training, and

(c) Preparation for transfer to a four year college.
(Stockton College transfers retained a G. P. A. comparable to the Transfer College G. P. A.)

## QUESTIONS

1. Considering the polyglot population and the need for background training, (a) Do we need to have standards for admission to all academic classes? (b) Should students who are deficient in specific areas be placed in a remedial program before admission is granted?
2. Should we enlarge the general education courses for non-transfer students?
3. Why do 62% of our students indicate a transfer type program in the first semester? Is it because of unrealistic aspirations or limited type offerings?
4. Since such a small number of students transfer to four year colleges from less privileged areas, does part of the answer lie in economic aid?
5. What are the implications when withdrawals do not have significantly less ability than the total group?
6. Do we wish to eliminate the lower group by the adoption of a selection policy? If so, on what basis?
7. Do we wish to substitute educational background (remediation) for the low ability group before they can take college courses? If so, how far down the scale should such remediation take place?
8. Do we wish to operate a clear-cut, two-track system (terminal and transfer) by extending offerings in both vocational and general education. To what extent should students be allowed to attempt programs when there are strong indications they cannot succeed?
9. What can be done to stimulate those students who score above the 50th percentile on the A. C. E. tests?
10. What can be done to reduce the high rate of withdrawal students who have the ability but not the incentive?